

CO-OPERATIVE EDUCATION

**A HANDBOOK OF
PRACTICAL GUIDANCE FOR
CO-OPERATIVE EDUCATIONISTS**

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FOR CO-OPERATIVE EDUCATIONISTS



CO-OPERATIVE UNION LIMITED
EDUCATION DEPARTMENT

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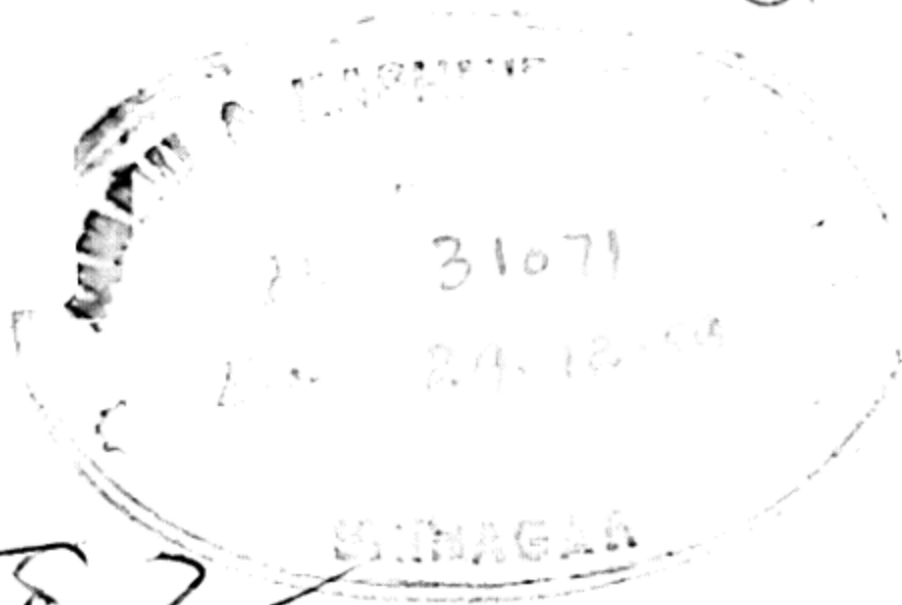
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CONTENTS

	<i>page</i>
<i>Introduction</i>	I
1. Why Co-operative Education?	2
2. The Work We Have to Do	8
3. The Organization for Co-operative Education	18
4. Getting your Money's Worth	26
5. Making Contacts	38
6. Making Members into Co-operators— Occasional Activities	50
7. Making Members into Co-operators— The Organization of Classes	60
8. Making Members into Co-operators— Less Formal Social Studies	72
9. Making Members into Co-operators— Cultural Groups and Societies	80
10. The Education of Consumers	86
11. Staff Education and Training— Short Courses	94
12. Staff Education and Training— Education for Responsibility	104
13. Tomorrow's Leaders— The Co-operative Youth Movement	114
14. Tomorrow's Leaders— Activity Groups and the Young Auxiliaries	126
15. The Co-operative College	134
16. Bookkeeping and Accounts	146
17. About the Education Committee	160
18. Education Committee Procedure	172
19. More about Committee Procedure	182
20. The Education Secretary	190
21. Routines to help the Secretary	200
22. A Few Points of Law	208
<i>Appendix—How it was done</i>	224
Case No. 1. A Class in Social Studies	
Case No. 2. A Ladies' Choir	
Case No. 3. A Member-Service Course	
Case No. 4. A Staff Training Scheme	
Case No. 5. A Co-operative Youth Club	
<i>Index</i>	235

INTRODUCTION

GOOD intentions and eager anticipations have accompanied the making of this handbook and we trust that the outcome reasonably matches both. It is designed to be comprehensive enough to accommodate most of the questions that arise in the local organization of Co-operative education and, at the same time, intensive enough to offer answers of fairly detailed guidance. The first three chapters review the general case, scope and purpose of Co-operative education. Chapters 4 to 14 examine its content—how we should plan our work and the activities we should undertake in member education with all its variety, in technical education and training, and in youth work. Chapter 15 deals with the work of the Co-operative College. Chapters 16 to 21 review the agents and partners, and especially the work of Education committees and Education secretaries. Finally, in chapter 22 there is a summary of some of the main points in the legal framework within which we have to make our careful and law-abiding way. The book is, therefore, intended as a practical guide: not perhaps a book of easy reading for the bedside or for the beach, but, we hope, a book of continuing service for the office and the committee room.

It is timely to acknowledge the work of the people who have largely contributed to its making. A panel of three advisers appointed by the Executive Committee of the Co-operative Education Secretaries' Association gave willing and effective help. Mr. L. A. Pavitt, of long and varied service in Co-operative education, prepared much of the material. Mr. R. A. Reed, Education and Publicity Officer of the West Somerset Society, drafted the legal material from which the last chapter was composed. The preparation was carried forward under the detailed supervision and editing of Mr. J. T. Guest of the Education Department of the Union. The fund contributed by the members of the National Co-operative Education Association met some of the editorial costs.

To all who have been associated in the project, the Education Executive extends warm thanks. If you wish to see their monument, look within—and find also, we hope, stimulus and guidance for carrying forward the tasks of Co-operative education.

Stanford Hall,
LOUGHBOROUGH,
Leics.



Chief Education Officer.



CHAPTER I

WHY CO-OPERATIVE EDUCATION?

The argument that, in a real sense, the business of the Co-operative movement is education. How that purpose was expressed in our beginnings. The changes since then. How education is still our responsibility. The three tasks which that responsibility involves—self-preservation, self-direction, self-reproduction.

WHY CO-OPERATIVE EDUCATION?

‘Fellow Members,

We have pleasure in submitting the following
report for your approval.....

.....
We trust this report of our current activities will
meet with your approval.

Yours faithfully,

The Education committee.’

THIS is an entry for the report of a local Co-operative society and is a familiar enough item. Behind its familiarity, however, lie questions of some importance. Why is there an Education committee? Why is there an education grant? What is the committee expected to do with that grant? Much the same questions are prompted by an exchange recently with a Dutch visitor who, when told of our educational work among members, and particularly of youth work, asked ‘But what has that kind of education to do with grocery and laundry?’

Well, what answer do we have? Fortunately, one that is strong and well-founded and none the less comforting because, to find its beginnings, we have to go right back to the origins of the Co-operative movement. There, when the character of the movement was formed, that character was educational. To the question ‘Why do Co-operative societies assume educational tasks’, we are justified in replying that in fact educational tasks have assumed Co-operative societies. The purpose for which we exist, is not grocery or laundry but education in the sense of cultivating men and women of Co-operative quality.

The Movement is Educational

That is clear enough if we return to the principles on which the movement was founded and, in particular, to one of them which was summed up by Robert Owen in the assertion that a man’s character is made not by him, but for him. Man is not a free agent to shape his character and his behaviour as he wishes. In Owen’s view he was the product of his environment, the creature of

his circumstances. If, therefore, men were acquisitive, competitive and violent, they were reflecting the qualities of their society. Conversely, if we wanted men who were co-operative, charitable and united in fellowship, then we should have to build a society which encouraged those characteristics. It was to build precisely such a society that the Co-operative movement set out on its mission against seemingly impossible odds. The Rochdale Pioneers, of course, made a start with retail distribution but that was but a beginning which, they believed, would lead to the formation of Co-operative communities within which there would be co-operation for all purposes of life. Men would become Co-operators by co-operating.

The Co-operative aim was not ultimately to set up certain forms of economic organisation or to control certain sectors of the economy. It was to produce men and women who had cultivated those capacities for co-operation in which they would find their fulfilment. About that intention let us notice two things. First, it was educational. Secondly, it was an intention to be shared by all parts of the Co-operative society, whatever labels they carried—'management' or 'education'. There was not the division, which is sometimes found today, between business and idealism, and which might conceivably be fatal to both. The Co-operative movement was a unity which all served.

Changes Since we Began

Now undoubtedly we may note changes that have occurred during the Co-operative journey from those beginnings. We may take a different and less simple view of how human character is developed. Environment is certainly a big factor, but we may acknowledge that the individual also has some capacity of self-determination. Bad external conditions, such as unemployment, bad housing, lack of education, can stunt and deform human life—and Co-operators have always protested against such conditions. Equally, however, good individual qualities can survive against bad conditions and help in the transformation of them.

We have to be careful, then, against falling into too simple a view of the relation of men to the conditions around them. The danger is perhaps exhibited by the man in a familiar legend. He is reported to have read an advertisement urging him to buy at his local society a certain stove which, said the advertisement, would 'Save half his fuel'. His reply was immediate: he would buy two stoves and save all of his fuel. Certainly, we may reflect, a bad

WHY CO-OPERATIVE EDUCATION?

stove wastes a lot of fuel and bad conditions waste a lot of human virtue. Equally, even a good stove needs some fuel, and even a good social organisation needs individual qualities to initiate it, maintain it and develop it. Our view of human character may be balanced in that way.

Comprehensive to Limited Co-operation

Another change since the first definition of our intention is that the task of the British Co-operative movement as an institution has become more limited. We no longer speak of forming Co-operative communities in which the whole pattern of activity would be Co-operative. Such comprehensive forms of Co-operation are spoken and practised, for example, by groups of people in Israel, but our interpretation has become that of a Co-operative movement not for all purposes of life, but for limited purposes of production and distribution. That does not mean that we have weakened in our resolve to see that all the institutions surrounding us are designed to promote fellowship and Co-operative living. It does mean that we do leave to other agencies and organizations, and particularly to the State, many of these tasks which our forbears assumed were appropriate for voluntary Co-operative activity. As citizens, we apply to our own political party, and to others, the test: how far will their policies and programmes create the conditions of Co-operative fellowship? Nearer at hand we look upon the institutions of our neighbourhood with the same sort of question. How are our schools organized? Are they designed on the old pattern of keen individual emulation, or are they providing in the classroom the encouragement to team work and to co-operation out of which Co-operative character is formed? As parents, we may undertake some of that responsibility for ourselves, seeking to bring up our children in Co-operative ways—preaching, and above all practising, in our individual homes so that both the precept and the example offered are for a Co-operative way of life.

The Movement Still Educational

Yet even if our view of human nature and our view of the Co-operative movement have changed, even if outside the movement we have as citizens and parents to serve the aim of producing Co-operators, there persists still the question: what should Co-operative education, i.e. the education provided by the Co-operative movement, do towards this end? We acknowledge that we have to rely on other agencies to carry forward much of the task with

which we began. For all that, we still have to meet the challenge: what shall we do? It is the intention of this book to help us in practical terms in that task.

Here let us start with a three-fold specification which perhaps provides a framework within which we can work and against which we can test what we are trying to do. They are three tasks which arise out of the nature and needs of the Co-operative movement as it is today. They are not separate: many items of our work would find a place in more than one of them. They may provide, however, the points of reference to which our efforts should be addressed:

Self-Preservation,
Self-Direction, and
Self-Reproduction.

Let us consider each of these in turn.

Self-Preservation

By self-preservation we mean literally the survival and development of the organizations which make up the Co-operative movement. Mainly, therefore, under this heading we mean technical education and training, i.e. the preparation of our staffs so that Co-operative service is at least as good as any that can be found elsewhere.

Self-Direction

By self-direction we mean giving to Co-operative members the will and the power to take charge of this Co-operative organization. We speak very frequently of 'our movement', but, of course, movement can be of various kinds. There is, for example, the movement of the waters of the sea—here a movement which is predictable but certainly not self-determined. It is the result of the pulls and pressures of outside forces. Or there is the movement produced, for example, by an unskilled player on a billiards table. A number of collisions are set up and there results a movement which in a sense the player has caused but which is certainly unintended and largely unpredictable. In our Co-operative organizations we are after a movement which constantly and with foresight determines the course it will take. Here, therefore, we speak mainly of the education of our members to assume that responsibility.

Many efforts come within that definition. We have to give our members a sense of attachment and identification with their societies and movement—through activities as varied as choral work and classes in homecraft. There must be education in the contribution

which Co-operation can make towards solving the problems of man and his community. We must help those members who will assume the responsibilities of committee service on which Co-operative democracy depends. And so on. In all these efforts we seek to help the movement develop the will and capacity for self-direction.

Self-Reproduction

Finally, there is the task of self-reproduction. Any human organization will seek always to renew the conditions of its own existence; its temptation is frequently to do so by too rigid a repetition of the familiar pattern. However, we have, as it were, to find within ourselves the seeds of our own growth, and here we mean, in particular, our Co-operative youth work in which the effort is to engage the loyalty and the imagination of youth to Co-operative principles and to Co-operative institutions.

Self-preservation, self-direction and self-reproduction—we must not be the slaves of a jingle such as this. In a sense, however, they sum up three tasks to which we are committed and to the explanation of which the rest of this book is devoted. Let us keep in mind always that these tasks are serving a Co-operative movement which cannot cease to be educational without losing its distinctive character and cause. And we who are engaged in Co-operative education have a special stewardship for that cause.



CHAPTER 2

THE WORK WE HAVE TO DO

The outline of our task in technical education—initiation courses, short practical courses, long-term courses of training for responsibility and refresher courses. What we have to do in adult education—recreational forms, consumer education, social and Co-operative studies, and education for leadership. The importance of the auxiliaries. The aims and the organization of Co-operative youth work, particularly the Co-operative Youth Movement. Tasks in our time.

THE WORK WE HAVE TO DO

LET us look in more detail at the three tasks which we have defined for ourselves—technical education and training, i.e., of Co-operative employees; adult education, i.e. the education of our members; and Co-operative youth work. These tasks are not fashionable eccentricities, or whims. They are necessities arising out of the nature of the Co-operative movement and each of them has its part in the education plan for any Co-operative society.

1. TECHNICAL EDUCATION AND TRAINING

If we look at the progress of John Smith, or more frequently nowadays, Mary Smith, through Co-operative employment, we should acknowledge at once how much of the training is going to be provided, not in courses or classes at all, but, 'on the job'. For the older to train the younger, the more senior to guide the more junior is the normal way of things and, indeed, is inescapable. Whether for better or for worse, the newcomer will be trained by the associates in the shop or office he joins. In a real sense, therefore, the most important teacher is not necessarily the man in the classroom or at the local technical college, or at the Co-operative College. He may well be the branch manager in the shop, or section head in the office, and efforts to have him understand his power and carry it out effectively are worth a great deal of trouble.

Clearly, however, such training on the job while essential, is not enough. In general, the older staff may not have the time, the inclination or the capacity to go into detail and explanation on the scale that is wanted. At the present time there are special difficulties. Hours are shorter, staffs are smaller, and the turnover of staff is quicker than it was in the past, and all these make it the more difficult for education and training on the job to be fully effective. Accordingly, we have to supplement it by courses deliberately designed for the purpose and we can probably distinguish four particular needs.

Initiation Courses

First there is the need for what we may call initiation courses which introduce the new employee to his job, to his society and to

the Co-operative movement. This is a very important stage in his Co-operative career when his first, and often his lasting, impressions are formed. A short course, which treats him as important and the society as worthy of respect, can have great influence.

Courses in the Skills of the Job

The second level of provision is that of short practical courses which train the Co-operative employee in a particular skill or drill which he has to carry out. How, for example, is the Co-operative salesman to receive the member in the shop and negotiate and conclude the sale? That can be analysed into a number of quite definite procedures and has been done in the three-and-a-half-day course of training devised by the Education Department of the Co-operative Union Limited and known as the 'Member Service' course. This kind of training, however, can be applied to many other levels and many other tasks and is the method by which we have to reach the majority of Co-operative employees.

Education for Responsibility

Thirdly, there are, for the more able and ambitious minority of employees, the long-term 'professional' courses represented by the Co-operative Union's group certificates and diplomas. On the office side, they range from the Certificate in Commerce to a Diploma in Co-operative Secretaryship. On the shop and management side, they include a Certificate in Salesmanship, a Certificate in Branch Management, a Certificate in Departmental Management, and the Diploma in Co-operative Management: in most of these the student takes the specialist course related to his particular department. Students are prepared for these courses in day-release classes, in evening classes, by correspondence courses from the Education Department of the Co-operative Union and by residential courses at the Co-operative College. They are the means of making the most of the ability within our movement for responsibility in high office: and, as we encounter particular difficulties of recruiting staff, these courses for making the most of the best quality we have, become specially important.

Refresher Courses

Finally, there is the need for frequent short courses to which even experienced and senior officials can go for refresher training, or to learn new techniques and developments bearing on their work.

Some of the provisions on these four levels are the responsibility of the local society: some must be made by the central organization, the Education Department of the Co-operative Union. Each of them, however, is an essential part of a comprehensive staff education and training policy and they make up the standard against which the work of our local society's Education committee should be measured. In all that work we have to bear in mind what we are trying to do. Certainly we seek to give the knowledge and cultivate the skill which the job, wherever it may be, requires. That, however, is not enough. In addition to this obligation to develop the capacity for thought and practice in the individual, we must develop his effectiveness for team work. Most often he will be a member of a working group in which what he can do will be largely determined by what others are doing and there is little point in training an individual to take into the group intentions or standards which the group will reject. How often, as we know from our own experience, precepts of the school are thwarted by the practice of the home. The same can happen in technical education where what is taught in the classroom can have little effect in the shop or office unless the working group in that shop or office is trained to share common standards.

Finally, throughout technical education and in any course, however short or practical, we must look for attention to the social significance of the Co-operative movement. Co-operative principles, we believe, have a special claim upon the loyalty and service of employees and must be allowed to exercise that appeal.

2. ADULT EDUCATION

We spoke earlier of the need for the movement to show its power of self-direction and of the obligation of Co-operative education to contribute. Here lies one of the most important, as well as one of the most difficult of our tasks. We approach it nowadays in an environment which probably has not made the task any easier. Some of the old motives of social progress have been weakened by their very success. The study of economics seems less important under the assurances of the 'Welfare State' than under the pressures of unemployment, and politics command less attention when the harshness of many of the old social evils has been removed or blunted. Again, the variety of appeals to which we are subject nowadays may make us less responsive to the attractions of adult education. Clearly, we are bound to seek new approaches to meet the new circumstances. Let us begin, however, by listing for adult education

as we did for technical education the spheres in which Co-operators are active.

Recreational Forms

Here we refer, for example, to the cultural activities in drama and choral work, et cetera, in which many Co-operative societies have a long and honourable record. Where it is undertaken and makes a distinctive claim upon the resources of Co-operative education, then it has to meet two conditions. First, in content, it should, where possible, deal with things which are related to Co-operative experience and principles. Secondly, those taking part in the activities should be brought by them into a closer attachment to the Co-operative society and a sense of identification with it.

Consumer Education

This is a sphere which is of growing importance at present and of great promise for the future. The purpose of this kind of education is to train the consumer to exercise her choice wisely and use her purchases effectively in the everyday activities of the home. The guidance may be in matters of quality and design in furnishings, or it may be in the food values of the kitchen. Either way, it is addressed to decisions of very great importance to the health and enjoyment of our lives. It is proper that a consumers' movement should address itself to the education of consumers. It may well also be that in doing so it will attract to itself a more positive and active loyalty than any other mass appeal would achieve. Here is the advice of a friendly critic of the movement—Professor G. D. H. Cole, in his booklet *Democracy and Authority in the Co-operative Movement*:

'The consumer needs more than ever, now that there is more opportunity for the use of leisure and now that, on the average, incomes are larger and more regular than they used to be, to learn to make the best use of what she or he buys—to cook attractively and without waste or undue mess; to get round the household chores with as little waste of time and expenditure of effort as possible; to look after the children sensibly and to shop well. If the Co-operative movement could make itself the inspiring teacher of these arts, it would get a great deal more loyalty than it will by any amount of preaching about Co-operative ideals, or any amount of exhortation to buy only Co-operative goods irrespective of their merits as compared with capitalist products.'

Social and Co-operative Studies

Under this term we cover a variety of activities—short lecture courses, terminal classes up to twelve meetings, and even sessional classes and tutorial classes of three years. What they share is their concern with the problems of man and society and, in particular,

with the Co-operative contribution to solving these problems. This study of the economic, social and political implications of Co-operation is one of our most distinctive responsibilities. It is our business and, if we do not mind it, we cannot expect other people to do so.

It is, unfortunately, also one of the spheres in which our achievement is weakest and, again, no doubt new techniques have constantly to be examined. If we cannot entice students into groups formed for educational purposes, can we reach out and find them where they are? The Co-operative wall newspaper for presentation inside and outside our stores is one experiment in this direction. Each issue seeks, mainly by making pictures tell the story, to convey, even to the passer-by, some small part of the significance of the Co-operative movement. If we cannot arrange meetings in the evening, can we develop day classes for Co-operative employees of experience and for committee members where they undertake social and Co-operative studies say, one day a week over a winter session. This kind of experiment has been proceeding in association with universities in various parts of the country.

Whatever novelties we necessarily seek, however, the old standard of 'more students in more Co-operative classes' maintains its challenge.

Education for Leadership

The title is perhaps a little pretentious and the term 'leadership' is not one to which a democratic movement gives over much respect. It is still true, however, that Co-operative democracy no more than any other kind can expect to base itself on an anonymous unwillingness to take responsibility. We need leaders (though we also need to watch them!) in our management and education committees and for service in our auxiliaries. Training 'for jobs' in this sense is an approach on which we usefully lay emphasis. One of the main problems in adult education is to find a compelling motive for those we would like to see active as students. After all, activity has to be purposeful: it has to arise out of a sense of real need rather than a sentimental or Utopian aspiration. 'The dog wants to see the rabbit'—and the prospective student wants to see the point of his studies. Courses for particular functions in Co-operative service offer a clear satisfaction of this requirement.

The Adult Auxiliaries

At the beginning and the end of all the adult education we have been reviewing (and throughout it too), there must be a recognition

of the importance to it of the adult auxiliary organizations—the Women's Co-operative Guild of England and Wales, the Scottish Co-operative Women's Guild, Irish Co-operative Women's Guild, the National Guild of Co-operators, the National Co-operative Men's Guild, the Scottish Co-operative Men's Guild, and the British Federation of Young Co-operators. These auxiliaries while they are a part of the Co-operative movement and accept Co-operative principles have their own organization and autonomy. They are associations of the active Co-operators, the agents of scrutiny, suggestion and service within the movement. They provide many of its democratic leaders and they offer a readymade organization through which much of our educational activity is provided. Close association with the auxiliaries locally, sectionally and nationally is a prime condition of educational achievement.

3. CO-OPERATIVE YOUTH WORK

We have already spoken about the Co-operative movement's task of self-reproduction in which Co-operative education must share, i.e. of the necessity of ensuring the conditions and the agents of our future success. In particular, we have emphasized the need to engage, for Co-operative ideals and Co-operative institutions, the loyalty and the imagination of youth so that they become the active Co-operators of the future.

Interest and activity in youth work have indeed marked Co-operative education since its earliest days and, though in different forms to meet different needs, that tradition has been strongly maintained. It may take the form of children's classes in Co-operative subjects or junior choirs—what are called 'activity' groups based on one particular interest. On the other hand, there are 'community' associations appealing to a wider range of interests and offering more comprehensive and self-contained programmes. One of these is the Woodcraft Folk who, within a rounded programme, show particular interest in the life and love of the open-air.

The Co-operative Youth Movement

We are, however, more directly concerned here with another form of 'community' association, the Co-operative Youth Movement, which is officially sponsored by the Co-operative Union. The Union provides the constitution and a great variety of services for the C.Y.M., but its groups and clubs are the responsibility of local societies. The case for the Co-operative Youth Movement has been made in the following statement adopted in 1951:

THE WORK WE HAVE TO DO

' Three main justifications may be urged. First, youth work is properly, as well as traditionally, a part of the general social responsibility which the Co-operative movement assumes. The movement, even if it did nothing more distinctive, would still support the "Service of Youth," as a cause of social welfare in accordance with Co-operative principles.

' But the movement does, and should, accept a more distinctive part. It has generally, in its stewardship, certain social principles which are implicit in, and essential to, democratic society. That stewardship cannot be static. The trust is honoured, not by holding the principles in "safe deposit", but by positively seeking their cultivation and realization. That means a mission: the encouragement of service to these principles among men and women—and especially among youth. When we refer to the translation of Co-operation into practice, we speak familiarly of Co-operation as a way of living—but ways of living are acquired, and often fixed, early in life. Cultivation of the way of Co-operation can hardly begin too early and it will begin and develop more effectively in a youth organization addressed to that purpose. Such an organization can be powerful in its achievements within itself and in example and stimulus beyond its own bounds.

' Finally, and very important, there is the institutional need of the Co-operative movement—for the leaders, who are also its servants, to define and develop its contribution to a democratic community. No voluntary democratic organization is more dependent on the quality of the men and women it attracts into its service, and a Youth movement is an opportunity for engaging and holding the mind and spirit of youth.'

The Three Stages

The C.Y.M. is organized in three stages: 7-10 years for Co-operative Playways, 11-14 years for Co-operative Pathfinders, and 15-20 for Co-operative Youth Clubs. The groupings and names come under revision from time to time and may change, but the basic structure has been maintained. Its programmes, whether in the weekly meetings, or in weekend courses, or in summer holiday courses, would, of course, show much in common with other youth organizations. There must, however, be the distinctive feature of attachment to the Co-operative society and the Co-operative movement. That does not mean that we can or should neglect serving youth in its own terms, in accordance with its particular interests. Youth has a right to that expectation. It is still true that we act on the assumption that Co-operative ideals and activities can be so interpreted, that they will bring satisfaction and conviction to youth and our success or failure in that interpretation is the ultimate test. It is a test, let us notice, not only of the C.Y.M., but also of the Co-operative movement itself. If we look to a Co-operative youth organization to help in bringing vigour to the Co-operative movement, let us also acknowledge that our movement must in its profession and practice show itself capable of stirring the imagination of youth. Both conditions have to be met.

TASKS IN OUR TIME

Are there any standards to which we can work, or targets which

CO-OPERATIVE EDUCATION

we can set out to achieve in any or all of these fields? It is a practical question with no final answer. As a working guide, however, our effort should be directed to achieve at least the average figures of those who are similarly engaged.

An approach along these lines has been initiated by the Education Executive of the Co-operative Union. For further details and for useful guidance on local organization, see *A Plan and a Challenge*, free, from the Education Department. First, from the varied pattern of Co-operative educational activities, some points for particular consideration have been selected. The concentration is in accord with Executive policy and in accord with the discussions and projects which have been approved by the annual Education Conference.

- (a) *In the field of technical education*, the two points of concentration are:
 - (i) long term courses based on Co-operative Union syllabuses undertaken in evening classes, day release classes and correspondence courses; and
 - (ii) short practical courses, particularly initiation courses and courses in member-service.
- (b) *In the field of adult education*, the two points of concentration are:
 - (i) classes, study and discussion groups in social (including Co-operative) studies and in consumer education; and
 - (ii) short lecture courses, particularly to the auxiliaries.
- (c) *In the field of youth activities*, two points of concentration for the development of the Co-operative Youth Movement are:
 - (i) the commencement of youth work in societies where such activities do not at present exist, with emphasis first on starting Pathfinder groups; and
 - (ii) the establishment, or re-establishment of youth clubs, particularly in societies where there are junior groups but no clubs.

To establish targets for local guidance, an examination was made of the actual achievements of societies where these six categories of work are already being undertaken. Two groupings were made:

- (a) Societies with a membership of over 20,000 members;
- (b) Societies with membership of from 10-20,000 members.

For each category of work, a calculation was made in each grouping which gave the average level of achievement in practice: i.e.,

- (a) in technical education, the number of students related to the number of distributive employees;

THE WORK WE HAVE TO DO

- (b) in adult education, the number of students or participants related to the membership;
- (c) in youth work, the number of youth *groups* in relation to the membership.

The advantage of this approach is that the local society has the satisfaction of knowing that it is being asked to work to a specification:

- (a) that is the average of what has already been achieved in other societies; and
- (b) that by adopting two groupings of societies according to size acknowledge to some extent the differences that size can make.

Within each grouping, the initial targets set are as follows:

SOCIETIES OVER 20,000 MEMBERSHIP

Technical Education:

Long Term Courses: One student for every twenty-five distributive employees.

Short Practical Courses: One student for every seven distributive employees.

Adult Education:

Adult classes, Study and Discussion groups: One student for every 1,919 of the society members.

Short Lecture Courses: One student for every 177 members.

Co-operative Youth Movement:

One group (Playways, Pathfinders, Youth Club) for every 9,686 of the society membership.

SOCIETIES OF 10/20,000 MEMBERSHIP

Technical Education:

Long Term Courses: One student for every thirty-six distributive employees.

Short Practical Courses: One student for every five distributive employees.

Adult Education:

Adult classes, Study and Discussion groups: One student for every 580 of the society membership.

Short Lecture Courses: One student for every 264 of the society membership.

Co-operative Youth Movement:

One group (Playways, Pathfinders, Youth Club) for every 6,555 of the society membership.

This then is the work we have to do—in technical education, adult education, and in youth work. In this outline, it has had to be stated rather sparsely. It makes sense, however, only if it is accepted as a prescription very close to our day-to-day activities. It sets the standard of practical operation which we can bring into play each year, each quarter, or indeed each week when the committee confronts its agenda of things to be done in Co-operative education.



CHAPTER 3

THE ORGANIZATION FOR CO-OPERATIVE EDUCATION

Organization and finance for education in a local society. The part of the society in the National Co-operative Education Association. District and Sectional organization. The Education Executive and the Education Department of the Union. How the Department is financed. Relations with other organizations.

THE ORGANIZATION FOR CO-OPERATIVE EDUCATION

WE have looked in turn at the justification for Co-operative education and at the particular tasks which have to be undertaken. Now we shall outline our organization for these tasks—the framework of committees and staff who locally, sectionally and nationally carry forward the responsibility. First things first then—the organization in the local society.

The Local Society

The local Co-operative societies active in education form the National Co-operative Education Association, and are represented in it through the committee which they nominate as responsible for education. No 'work test' is applied and in fact the extent of the work undertaken varies greatly among the members of the N.C.E.A. So, too, do the forms of organization which they exhibit. It may well be that we should neither expect nor encourage uniformity and that to seek a single pattern for all societies would be a failure to respond to the different demands of different circumstances. At any rate, amidst the variety and even embarrassment of differences, it may be best to stick to the few definite points of reference given here and against which local organization can be measured

- (a) *Every society should have an education committee.* The range of Education committees varies, of course. One, for example, may cover all the three spheres to which we have referred, while another may deal in its separate right, only with adult education and youth work, joining with the Board of Directors for technical education. The composition of the Education committee will vary with its functions. It may helpfully include, in addition to the directly elected members, representatives from the auxiliaries. The case for representation also from the Board of Directors, from departmental managers and from other employees is frequently argued, particularly when the committee has a responsibility for technical education and training.

The 1956 conference of the N.C.E.A. passed a resolution which, whilst recognizing the overall educational responsi-

CO-OPERATIVE EDUCATION

bility of Education committees, recommended that staff education and training should be undertaken by a specially appointed staff training council composed of representatives of the Education committee, the Board of Directors, departmental managers and rank and file employees. Implicit in this resolution is the recognition that the *commitment of the Board of Directors and of the managers to technical education* must not only be established, but be so obviously established that it carries conviction to the employees that their efforts to qualify themselves for service and responsibility are seriously regarded.

- (b) Co-operative educationists have repeatedly affirmed that *societies with a membership exceeding 20,000 should appoint a full-time Education Secretary*. This is recognition not only of the importance of Co-operative education, but also of its complexity and difficulty under modern conditions.

By the same token, even where societies individually cannot sustain full-time officers, a group of them may be able to do so, and in that way practice effectively the co-operation which we preach.

- (c) Part-time secretaries (whether their services are part of their Co-operative employment, or are undertaken in spare-time from their normal jobs) have been and will long continue a stable support for Co-operative education. *It is important that their status should be recognized—and recognized in the practical terms of office and clerical assistance from the society's main administration*. This is an important way of illustrating that education belongs to the central responsibility of the society and is not a temporary affectation or an expendable luxury.
- (d) The 1955 Conference of the N.C.E.A. passed a resolution affirming that *education grants in every society should be either upon a per capita basis of 1s. 6d. per year, or 2½ per cent. of the net surplus*. This is designed to offer flexibility for different societies and different conditions. It certainly sets the standard to which we should consistently aim.

In looking over these items of local organization, the point is obvious but still important—that the quality of those taking part is the main item in the standard of the achievement. Co-operative education is not a second or third rate activity; its committees are not waiting rooms for aspirants to other offices; its mission deserves

THE ORGANIZATION FOR CO-OPERATIVE EDUCATION

for its service, people who have a real interest and enthusiasm for education, and who can and do offer service of the highest order.

District Organization

Each of the eight sections of the Co-operative Union (other than Ireland) is divided into districts, each with a council which has a comprehensive responsibility for Co-operative development, but concentrates mainly on trading matters. In addition, several sections have district Education committees and these, although not integral parts of the constitution of the N.C.E.A., give a valuable service in the exchange of information and experience, and the promotion of joint activities. Where the district committees exist, the Sectional Education Councils appoint to them representatives who can undertake a two-way traffic in information and advice.

Sectional Organization

In each of the sections of the Co-operative Union (other than Ireland) the constitution of the N.C.E.A. establishes a Sectional Education Council consisting of four representatives from the Sectional Board and six representatives elected by the Education committees of societies in the N.C.E.A. In addition, each adult auxiliary in the section with a sectional organization and prescribed minimum number of members is entitled to one representative. The Council normally meets quarterly and may rely a good deal on sub-committees. In particular, it is under an obligation to form a Youth sub-committee.

The administrative expenses of the Council, for example for meetings and office facilities, are met by the Education Department of the Co-operative Union.

In addition, however, each Council calls for a special subscription from its N.C.E.A. members, which varies in different sections from 2s. 6d. to 10s. per thousand members.

The functions of the Council are outlined in the constitution of the N.C.E.A. as follows :

- (a) To stimulate and assist the development of Co-operative education in all its aspects.
- (b) To carry out the policies of the Education Executive, and to be responsible for submitting to the Education Executive representations for further national policies and developments.
- (c) To undertake responsibility for the organization at sectional level of all educational activities—conferences, schools and classes, and otherwise as may be necessary.

CO-OPERATIVE EDUCATION

- (d) To work in close association with the Sectional Education Officer.
- (e) The Sectional Education Officer shall attend each meeting of the Sectional Education Council in his section, and shall collaborate with the secretary in carrying out its decisions.

These functions may be carried out through the appointment of sub-committees.

It should be noticed that in the Scottish Section there is a different constitution for the Scottish Co-operative Educational Association which appoints its own Council and Executive.

The secretary of the Sectional Education Council is the Sectional Secretary. It has, however, also an educational agent and adviser in the Sectional Education Officer who is appointed by and responsible to the Education Executive, and who works closely with the Council in carrying out its tasks.

National Organization

The national committee of the N.C.E.A. is the Education Executive—which is also a committee of the Co-operative Union and is therefore subject to the general responsibility of the Central Executive of the Union and to the particular power of the Central Executive and its General Purposes Committee over the Union's finances and staff. The Education Executive consists of:

- (a) One representative from each of eight Sectional Boards appointed by the Board from its representatives on the Sectional Education Council.
- (b) One representative from each of the eight Sectional Education Councils appointed by and from the members other than the representatives of the Sectional Board.

The chairman is appointed each year by the Executive from among the eight Sectional Board members. Like its Councils, the Education Executive has power to appoint sub-committees. To this Executive are entrusted the principal objects of the N.C.E.A.:

- (a) To unite in a single organization the work of educational promotion within the Co-operative movement.
- (b) To provide a medium of mutual help and consultation on all matters affecting the educational interests of the Co-operative movement and their advancement.
- (c) To secure effective Co-operative representation on committees of other organizations, and to establish joint committees in

advancing the interests and organization of Co-operative educational work.

The Executive accounts for its stewardship at an annual conference of the N.C.E.A. when it submits a report of its work over the past year and provides for the discussion of resolutions to guide the policy and programme of the future.

The Education Department

The work of the Executive is carried forward by the Education Department of the Union which the Executive controls, and whose central provisions for Co-operative education may be briefly summed up:

- (a) Advice and help to local societies in the promotion of educational activities of all kinds in the three spheres of our work. This service is partly provided through the Sectional Education Officers, and is also carried forward by a variety of publications undertaken by the Department, including study and discussion guides for local use.
- (b) The provision of syllabuses, examinations and awards in social and Co-operative studies, in Co-operative clerical work and secretaryship, and in Co-operative salesmanship and management.
- (c) An extensive system of correspondence courses, particularly related to the Co-operative Union group certificates and diplomas.
- (d) The provision of the Co-operative College for long-term residential study.
- (e) A programme of short period residential courses carried out mainly in the summer and offered at the Co-operative College and other centres.
- (f) The provision of the constitution and services of many kinds for the Co-operative Youth Movement.

These services the Executive carries forward through its staff at the headquarters of the Department, at the College, and in the sections. All officers and tutors work under the direction of and are responsible to the Chief Education Officer and Principal of the college.

Finding the Money for the Executive's Work

Some of the work of the Education Executive earns income—the fees it charges for courses at the college, for correspondence courses,

and for its publications, et cetera. Such income, however, is very far from meeting the cost of the services provided, and the Executive counts on three main additional sources of income:

- (a) *A share in the general subscription which societies pay to the Co-operative Union.* Each year the Education Executive makes an estimate for its programme for the following year, and submits it to the central committee of the Union. The activities thus approved are a charge upon the income received by the Union from member-societies.
- (b) *A special subscription made by societies in the Union for the support of the College.* Societies pay this special subscription at the rate of $\frac{1}{4}$ d. per member per year and this is available to meet the cost of running the College.
- (c) *A special subscription paid by committees in the N.C.E.A. at the rate of 10s. per thousand members.* This national contribution is additional to subscriptions by societies to the sectional funds. It is reserved for work of experiment and development of direct service to local committees and for it the Executive is accountable to the annual N.C.E.A. conference.

Relations with other Organizations

The work of the Executive brings it into association with many other Co-operative bodies and this association is canalized through various committees. In the Joint Committee on Technical Education, the Executive's representatives sit with representatives from the Co-operative Wholesale Society, the Scottish Co-operative Wholesale Society, the National Co-operative Managers' Association, and the Co-operative Secretaries' Association. The care of the fabric and estate of the Co-operative College is the responsibility of the General Purposes Committee of the Union but, in the Stanford Hall Joint Sub-Committee, there is consultation between that committee as the landlord and the Education Executive as the tenant of the Hall for College purposes.

The associations of the Executive and of Co-operative education reach out, of course, even more widely, and it is important that they should be followed. It may be to our fancy that the houses we live in should have an empty space round about them within which our privacy can be cultivated. It is, however, no service to Co-operative education to have an empty space round about it. We must remain at once firmly attached to our own distinctive purpose and, at the same time, free and willing to move into consultation and discussion with many other organizations. In that way, we can no doubt

learn much which will help us to serve our purpose better. Equally, we have an opportunity to contribute, out of our experience, to the work of other agencies.

Some of Our Associations

This involves relations, of course, with the statutory authorities—at local levels particularly with the local education authorities. In much of our work where we are concerned with the advocacy of our particular views we must expect to carry that responsibility ourselves. Where, however, as in many of our activities—in local classes, or junior groups and youth clubs, et cetera—we accept the standards and the methods of the educational approach, then we can expect the facilities of the public authority to be made available to us. We have close relations, too, with voluntary organizations, such as the Workers' Educational Association, and the National Council of Labour Colleges. The agreements with these organizations provide for consultation at all levels, national, sectional and local, and pledge the service of the W.E.A. and the N.C.L.C. in providing tutors for local groups and for acknowledging the Co-operative identity of such classes. The logic of our youth work carries us into association with the Standing Conference of National Voluntary Youth Organizations, and in the international sphere, into the British National Committee for the World Assembly of Youth. In the same sphere, British initiative led to the foundation of the International Federation of Young Co-operators in which various national Co-operative movements interested or active in youth work are brought together for the exchange of advice and experience.

This outline of our organization can, at best, only set a framework, a system. What matters within it, is the spirit of individual service and vigour which brings the mechanism into movement. In the remaining part of the book, we examine the practical and detailed ways in which this can be done.



CHAPTER 4

GETTING YOUR MONEY'S WORTH

The grant and the quality of work. The methods of allocation. Action to increase grant. Sources of the income. Examples of expenditure. Preparing a budget. Expenditure on classes, administration, equipment, committee fees, affiliations, donations, Co-operative College, et cetera. Items not to be charged to education grant.

GETTING YOUR MONEY'S WORTH

A PART from all the obvious reasons why Co-operative educationists must be very conscientious and thorough in planning the expenditure of the society's educational grant, the interdependence of work and money is greater in our case than for many other bodies engaged in similar activities. We have to work within a democratic organization, and to use our powers of persuasion with the members of the society to allocate the maximum amount the society can afford for educational purposes. While it certainly is a case of 'no cash—no work', it will also be a case, we must remember, of 'no worthwhile work—then very little cash'.

Let us quote an example from practice:

It was noticed that the Rustic Co-operative Society had granted the round sum of £100 for educational purposes for a number of years. Its membership remained fairly constant at about 4,000, whilst the net surplus and sales rose each year. On checking the rules of the society, it was discovered that the grant should have been at the rate of $2\frac{1}{2}$ per cent. of the net surplus, which, at the time the examination was made, should have yielded £267. The report of the Education committee showed, however, that for a considerable period only two activities had been organized each year—a series of whist drives and a children's sports day.

Representations were made to the Board of Directors, and the members of that board were ready to vote an increase in the grant *if the work of the Education committee warranted it*. With the aid of the Sectional Education Officer, a new programme was drawn up and eventually the grant was increased.

The Grant

Do you know how the educational grant is allocated and the educational activities are paid for in your society? The method of allocation will probably fit into one of these categories:

- (a) *A per capita basis*, i.e. so much per member per year, or half-year, or other period.
- (b) *A percentage of the surplus*.

(We mention again that a minimum of 1s. 6d. per member

each year, or $2\frac{1}{2}$ per cent. of the surplus was affirmed as being the best basis for assessment at the 1955 N.C.E.A. Conference.)

- (c) *A fixed grant.* The rules of the society may provide for a fixed sum to be paid regularly, or a sum may be decided at the meetings of the society.
- (d) *A grant without a fixed basis.* In this category are the societies where the bills for educational work are met as, and if, they arise.
- (e) *A grant based on sales.* In a few societies the annual sales provide the basis for assessment, e.g., a fraction of a penny per £1 of total sales.

If, when you have checked the position in your own society, you find that you are not in categories (a) or (b) then you have the full weight of the Education Executive, Easter Convention, the N.C.E.A. and the Sectional Education Councils behind your efforts to seek to make the change.

This is how to do it.

- (a) Through the medium of the committee responsible for educational activities, ensure that the programme of activities is one which will justify the grant envisaged.
- (b) Armed with a well-reasoned case, seek to gain the support of members of the Board of Directors and the chief officials.
- (c) Examine the rules of the society, and if a change is needed, comply with the particular rule for calling a special meeting of the society, preferably in co-operation with the Board of Directors.
- (d) Contact the guild branches and any other groups of interested Co-operators to ensure that their support at the special meeting will provide the necessary majority.
- (e) If you want further advice, call in your guide, philosopher and friend—the Sectional Education Officer.

More About Income

The grant from the society may not be the only source of income. A number of Education committee balance sheets show income in respect of rents from halls, hire of crockery, piano, sick appliances, et cetera. These seem to be the major items in the accounts where there is a clear income not offset against a current item of expenditure.

Unless there are extenuating local circumstances, it is desirable that the management of halls should not be the responsibility of the Education committee, as the work entailed can more easily be absorbed into the general management of the society.

Perhaps the most solid form of income which can be offset against specific items of expenditure (other than the society's grant), is that obtained as grant aid from the local education authority. For example, one society's educational account examined recently shows an expenditure of £187 6s. 2d. on Youth Department and an income of £105 to offset this in a grant received from the County Education committee. Remember this. Grant aid for particular activities rests on the quality of the work done and first you must make sure that your work justifies your claims. You must be prepared for an Inspector to walk in at any time . . . and be pleased to see him!

Revolving Funds

Can committees make their money revolve, so that money spent is recovered as income and can then be spent again? Some obvious examples include the sale of literature, library subscriptions, charges for admission at concerts, fetes, dramatic evenings and other social functions, class fees. It is admitted that the amounts received are usually small in comparison with the recorded expenditure. Nevertheless, small amounts received from a number of different sources can mount up to quite a sum, reducing net expenditure on some activities and making funds available for an extension of activities.

One item upon which the committee should have an aggressive policy is the sale of literature. No meeting of the society, no public meeting where the organizers are sympathetic to Co-operation—in short, no opportunity at all—should be missed to *sell* Co-operative literature. At the present time, the various departments of the Co-operative movement are issuing a number of first class publications which we should be proud to sell and which will impress the public.

Many Education committees reckon on quite a heavy expenditure on celebrating International Co-operative Day on the first Saturday in July, but one large society manages to make nearly £1,000 profit each year on this event. How is this done? The size of this event has been built up over decades and it has become, in effect, the annual fair and carnival for the whole of the town, with thousands paying 1s. for admission, and showmen paying liberally for concessions.

CO-OPERATIVE EDUCATION

CAUTION: Some committees organize social events having money-making as their main object, using the excuse that the money thus gained can be used to supplement an inadequate grant. On the surface this may appear reasonable, but it is highly dangerous and can lead easily to a situation in which the Education committee spends most of its time and energies organizing such events, failing to do the more difficult tasks of educational value.

Now for Expenditure

How easy to spend, but how difficult to spend wisely!

Here are two examples:

(a) Muddletown has a membership of 5,800 and the educational grant is round about £400 for the year. Dear Mr. Wye has been the part-time Education secretary since the early 1930's and is glad to continue his service now he has retired from work. The committee meets once each month and the business follows a well-worn routine. The library, established in 1912, is the biggest item on the accounts. This just about balances with a half-year's income of £23 os. 9d. against the honoraria paid to the librarian of £21 15s. Classes? Discussion groups? Youth Clubs? Choirs? 'That kind of thing is all very well in large societies' says Mr. Wye, 'but you can't do anything like that in Muddletown'.

The committee seem to do that which comes to hand and live from meeting to meeting. It received £227 14s. 6d. grant in the last half-year, but only managed to spend £140 7s. 7d.

(b) By contrast let us look at the Cannaford Society which is within the same Co-operative Union district as Muddletown. The Education secretary received her secretarial training in the Women's Guild and in her own quiet fashion seemed to keep both her records and her organizational work in apple-pie order. With a membership of 18,000 the committee receives a grant of £778 7s. 10d.

For the past few years, the committee has held a special meeting early in the year (February or March are good months) which has become known as the P.P. and B. meeting (policy, programme and budget) and at this meeting has endeavoured to plan a full programme.

At first the committee tried to fix the proportions of its income to be spent in various spheres, but this proved unworkable and in recent years the budget has rested to a large extent on items that have proved possible to realize.

GETTING YOUR MONEY'S WORTH

Since 1951 the committee has succeeded in organizing a class on 'Current Affairs' jointly with the W.E.A.; regular meetings for employees taking correspondence courses; a choral society; and a Co-operative Pathfinder group.

In the programme is included, each year, one 'special effort.' The year before last it was a series of events for Old Age Pensioners; last year the sum of £50 was earmarked to be spent on a window display competition, a short lecture course, three special demonstrations and prizes.

In this example there is a pattern of approach which might well be copied by all Education committees. First decide policy, then outline the programme, and finally prepare a detailed budget.

The Budget

The art of good budgeting is meticulous attention to detail. It is a slipshod approach to allocate round sums and it often leads to decisions which have been inadequately thought out. Every attempt should be made to include an estimate which will ultimately prove to be exactly the amount spent.

Apart from the value of planning the work, the mere preparation of a detailed budget causes a committee to examine the proposals in such a thorough fashion that, at the end of this mental exercise, they have learned more about their work than they would have done by attending a dozen lectures on the subject.

The budget statement should be in two parts: the estimates in detail showing how each activity is provided for, and summaries of income and expenditure.

This is how the summary of expenditure might appear:

Budget Estimates of the Cannaford Co-operative Society's Education Committee for twelve months commencing 1st September

SUMMARY OF EXPENDITURE										
<i>Budget Item (Net)</i>					<i>Last Year</i>			<i>This Year</i>		
					£	s.	d.	£	s.	d.
Adult education	..	..	..	..	173	18	5	196	11	11
Choirs, drama, etc.	..	..	..	..	30	4	6	25	17	2
Propaganda	..	..	..	..	72	11	8	78	12	6
Youth and children's activities	..	..	..	..	205	16	3	181	8	9
Staff education	..	..	..	..	83	0	7	92	7	6
Administration	..	..	..	..	143	6	6	148	15	0
Affiliations and donations	..	..	..	..	12	15	0	12	15	0
Representation and delegations	..	..	..	..	35	15	0	27	0	0
Sundries and unforeseen contingencies	..	..	..	..	5	0	0	15	0	0
					762	7	11	778	7	10

CO-OPERATIVE EDUCATION

To illustrate how the above summaries are arrived at, we give below the detail figures which would produce the item of £196 11s. 11d. for adult education.

ADULT EDUCATION

(the figures used are for illustration only. In preparing a similar budget for your society, you will, of course, use the figures appropriate to your own circumstances)

Conferences and Lectures

- (a) Saturday afternoon conference at Torking in November :

	£	s.	d.	£	s.	d.
Rent		15	0			
Speaker's fee	3	3	0			
" fare		18	5			
Advertisement		15	0			
500 invitation cards	4	2	6			
Postage	1	0	10			
Caretaker		5	0			
				10	19	9

- (b) Thursday evening conference at Speekin in March:

Rent		10	0			
Speaker's fee	3	3	0			
" fare		6	2			
Advertisement		15	0			
Printed circulars (cost shared with N.U.T.)	2	10	0			
Postage		5	0			
Caretaker		5	0			
Flowers for Mayoress		10	6			
				8	4	8

Meetings, Film Shows, etc.

- (a) Annual tea-party for old members of the Society:

125 teas at 4s. per head	25	0	0			
Hall	1	5	0			
Fee for entertainers	26	5	0			
Advertisements	3	10	0			
Posters for shops	4	0	0			
Gift parcels of cigarettes, tobacco, sweets, tea	25	18	0			
	£85	18	0			
50 per cent. to be met by Board.. .. .	42	19	0			
				42	19	0

- (b) Three film shows in October:

At Torking

Rent of hall	15	0				
Caretaker		5	0			
Projection service and films from C.W.S.	nil					
Twenty posters from C.W.S.	nil					
Invitation cards (250)	3	5	0			
Literature steward's expenses		4	6			
				4	9	6

GETTING YOUR MONEY'S WORTH

At Speekin

Rent of hall	10	0	
Caretaker	5	0	
Projection service and films from C.W.S.	nil		
Twenty posters from C.W.S.	nil		
Invitation cards (250)	3	5	0
Literature steward's expenses	2	0	
Decoration of hall—Mr. Roundsman ..	10	0	
			4 12 0

At Lukin

Rent of hall	2	10	0
Caretaker	5	0	
Advertisement	15	0	
Invitation cards (500)	4	4	0
Literature steward's expenses	8	6	
Projection service and films from C.W.S.	nil		
Twenty posters from C.W.S.	nil		
			8 2 6

Daylight Cinema Van, six days' tour in June:

Projection service and films provided by C.W.S.	nil		
Advertising	7	10	0
Posters	8	15	0
Handbills	6	10	0
			22 15 0
Less 50 per cent. to be met by Board ..	11	7	6
			11 7 6

Classes and Study Groups

(a) Class on 'Modern Problems' at Torking:

Rent, 24 x 2s. 6d.	3	0	0
Lecturer provided by W.E.A.	nil		
Advertising	1	5	0
Class fees, 15 x 10s.	7	10	0
			11 15 0

(b) Class on 'International History' at Speekin:

Advertising	1	5	0
Class fees, 12 x 10s.	6	0	0
			7 5 0

(c) Study Group on 'Our Co-operative Society' at Homeleigh:

Mrs. Goodbody, light and heating—12 x 5s.	3	0	0
Discussion outlines	1	0	0
Secretary's expenses	15	0	
			4 15 0

(d) Short Lecture courses to Guilds:

Lecture fees and expenses			
Torking (6 x £1)	6	0	0
Speekin (6 x £1)	6	0	0
Lukin (6 x £1)	6	0	0
Homeleigh (6 x £1)	6	0	0
			24 0 0

CO-OPERATIVE EDUCATION

Guild Rents and Services

(a) Rents:

Torking W.C.G.	(46 x 7s. 6d.)	..	17	5	0
Speekin	„ (46 x 5s.)		11	10	0
Lukin	„ (46 x 5s.)		11	10	0
Homeleigh	„ (42 x 5s.)		10	10	0
					50 15 0

(b) Guild Congress:

Grant of one guinea each to four delegates		4	4	0
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(c) Speaker for Annual Joint Guilds Rally	..	3	3	0
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TOTAL			£196	11	11
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An approach of this kind will offer a realistic forecast of the use of funds on events and services which are thought to be possible. When allocating for items which for one reason or another may be doubtful of realization, the committee would do well to have other projects in reserve which may be tried if the first venture fails. For example, it may be decided to start a class on 'The Place and Future of the Co-operative Movement in the Twentieth Century' but the committee, knowing the local conditions, agree that, if the class falls through, they will finance a Co-operative brains trust.

As far as possible, reallocations should serve the same category of work as the original allocation. It indicates bad planning when money originally allocated for a class on 'Co-operation' is eventually used to pay for the Punch and Judy show at a children's party.

The Needs to be Served

Two general needs should govern all allocations: the geographical and the functional.

All members are entitled to benefit from the educational services of their society, whether they live close to the centre of the society or in outlying districts. We would make the general criticism that, at the present time, most societies cater for the towns at the expense of the villages, and the work tends to become dominated by that which takes place in the town where the society has its head office. Within the programme there should be something for all ages, covering as wide a range of subjects as is relevant to our purpose and possible from our funds.

Committee Costs

How much is an Education committee entitled to spend 'on itself'? It is not possible to give firm guidance on the permissible cost of administration, affiliations, representation and delegations et cetera—local circumstances differ so widely. Nevertheless, each committee and each committee member should keep a watchful eye on such items.

The needs of the secretary are discussed in a subsequent chapter, but, from the financial point of view, we should like to stress here that it is false economy not to spend money on providing the right tools for the job. Capital equipment remains an asset, or as one hard-headed Lancashire member said 'You can spend £25 on a concert meeting and a month later you have nowt to show, but spend it on a portable typewriter, and at least you've got summat to show for thy brass'.

There is no general practice regarding the payment of fees to committee members. Examples can be found of no payment at all, not even for out-of-pocket expenses; of a nominal fee of 2s. 6d. for each meeting attended; of varying sums per meeting, plus fares; and of an annual payment irrespective of the number of meetings. One large society receives the sum of £150 each half-year, not from the Educational grant but from the trading account of the society, and this is for division among the members of the Education committee in proportion to their attendances. Another large society pays the chairman £20 per annum and each committee member £15.

Representation and Affiliations

In making allocations under the budget head of 'Representation and Delegations', every committee should try to be represented at the following events:

- (a) Easter Convention of the N.C.E.A.;
- (b) Annual meeting of the Sectional Education Council;
- (c) All meetings of the District Education Committee where such District committee exists.

Priority should be given to representation at events where a direct benefit can be obtained for the future work of the committee, or, where the knowledge obtained can be successfully and usefully communicated to an audience wider than the Education committee itself.

CO-OPERATIVE EDUCATION

Affiliations and donations will include the national subscription to the National Co-operative Education Association at the rate of 10s. per 1,000 society members, the subscription due to the Sectional Education Council and to the district organization, affiliation fees to the W.E.A. and the N.C.L.C., and the subscription to the Co-operative Education Secretaries' Association.

Finally, we must accept to the utmost our share of the collective responsibility for our own College at Stanford Hall, Loughborough. Already societies contribute through their annual subscriptions to the central fund of the Co-operative Union and through the N.C.E.A. fund, but where possible additional support should be given through Sectional or local scholarships.

Other than these, all requests for subscriptions and donations should be subjected to a searching debate and justification before a single penny is permitted to leave the committee's coffers.

In planning the budget, use to the full the services which may help you in your work but which are provided by outside bodies at lower cost or perhaps without additional payment.

Use of Educational Funds for Other Purposes

Funds provided by a grant for education must obviously be used in accordance with the rules of the society and Education committees should jealously guard such funds for use accordingly. On occasion, education funds would seem to be used for other purposes not strictly educational. This may be due to the inadequacy of the Education committee or to pressure from a Board of Directors not educationally minded. One of the danger points is payment for advertising. Although in general terms there is a clear distinction between advertising and propaganda, nevertheless, the actual borderline is sometimes hazy and Education committees should be very vigilant on such a point. Donations and grants of a general character are further items which sometimes are unfairly charged as educational. Charitable donations should be the responsibility of the society as a whole and come from the general accounts.

Absorption of educational funds for the general purposes of the society does not take place only in the small societies. We quote the case of a large society where, from an educational grant of £2,332 for the half-year, £788 is taken to pay the annual subscriptions to the Co-operative Union Limited and the International Co-operative Alliance. It is the society as a whole which affiliates and the fees should therefore be charged against the general funds—not taken from the educational grant.

GETTING YOUR MONEY'S WORTH

Not all members of Education committees are naturally interested in, and enjoy, figure work. Some find finance easier to deal with than others, but all should be aware of the rights attached to an educational grant and the mechanisms by which it can be made to provide an efficient service. Become grant conscious, remembering that the educational fund should be regarded as an allocation by the members of the society for an essential and integral part of the Co-operative purpose, and not as a donation from surplus given as a charity.



CHAPTER 5

MAKING CONTACTS

The importance of human relationships. The attitude of the committee man. Contact with society members; with guild branches; with groups organized by the committee. Contact with the Board of Directors. Joint Committees. Contact with officials; with employees. Relationships with the L.E.A., W.E.A., and the N.C.L.C.; with the universities. Contact with the Co-operative Union; with the C.W.S.; with the Co-operative Party and the I.C.A. Contact with the press.

MAKING CONTACTS

THE basis of all Co-operative activity is good human relationships. Whatever the purposes of a Co-operative society, whether it is a consumers' society in England, a cocoa marketing society in Africa, or a batik (sarong) producers' society in Indonesia, its success depends on the degree to which it can get its members working together in comradeship. A series of individual Co-operative societies grow into a people's movement when the forces of comradeship and the human values they exemplify extend and radiate outwards as well as within the primary groups and circles.

In no form of Co-operative activity are these truisms more apposite than in the work of Co-operative education.

Of first importance is harmonious working with the other sections of the Co-operative society of which the Education committee is only a part.

RELATIONSHIPS WITHIN THE SOCIETY

Attitude of Committee Man

A good Education committee identifies itself with the members who elect it, and uses a number of techniques to prevent a barrier growing up separating 'committee' from 'members'. The barrier grows in an insidious fashion and the committee member is often unaware of its existence.

The steps towards the division are many and include a number of very human reactions.

'Here am I, spending night after night trying to help the members, but I am not appreciated. We work hard and organize meetings, but the members are apathetic'.

Notice the barrier? 'The members', the apathetic, on one side, and 'I', the active, on the other.

'I was never even asked to sit on the platform although I have been a committee member for twelve years!'

Notice the barrier? 'I' am entitled to be in the limelight among the élite, the platform separating 'me' from the ordinary members.

CO-OPERATIVE EDUCATION

At society meetings and events, the good Education committee man uses the time before and after the meeting to talk with the members present, especially to those who were not known personally prior to the meeting.

Contact with Auxiliaries

The main problem of maintaining good contact with the guild branches and with other auxiliaries is that in many cases this is taken for granted. We enquired at Modeltown Society regarding the arrangements for contact with the guild branches and were told that, as the Education committee consisted of a majority of members from the Women's Guild, there was no need to discuss the matter further. Yet, when subsequently, we visited the guild branch, we met several members who, though fully aware of the fact that Mrs. Smith was on the Education committee were not aware of coming events in the winter programme of that committee. No doubt each event would be announced as it came along, but the guild branch had not really associated itself with the programme.

There should be an official relationship between the committee and the auxiliaries as well as the informal one. In some cases a joint committee has been established to co-ordinate activities, but as a rule a permanent committee of this kind is more cumbersome than useful. The two approaches which seem to be most successful are: firstly, the joint meeting for a specific purpose, and, secondly, a member of the Education committee to be a speaker at a branch meeting.

The joint meeting should be in the nature of a consultation.

Contact with Groups

The committee which is fortunate enough to have a number of regular groups meeting under its auspices—classes, choirs, youth clubs, etc.—should bring all its 'customers' together at least once a year in a social function.

In addition to the annual re-union, committee members should maintain contacts with all groups throughout the year by visiting. There is an art in doing this, for the slightest hint that the committee members are snoopers or inspectors destroys the value of the contact. The visitor should show a genuine interest in the group and in the interesting individuals who comprise it.

The last word on contact with members is this: only by knowing the A's concerning your constituent members—all about Aptitude and Ability to Absorb—can your programme be successful. A

committee may easily arrange activities which the members do not want or activities they do not need and, in doing so, fail in its purpose.

The Board of Directors

The relationship with the Board of Directors is sometimes bedevilled by the failure of the Board of Directors to acknowledge the importance of the Education committee and by latent resentments on the part of Education committee members, including the feeling that education is accorded a lower status than management.

There are three distinct types of organization. The first, and most common, is that of a Board of Directors elected to control trading and general activities of the society with a separate Education committee elected to administer the educational fund. The second is that of a Board of Directors retaining all functions, including responsibility for educational activities in its own hands. The third is a division of educational responsibility, a Board of Directors undertaking employee education and an Education committee arranging activities for the members.

In this connection it is useful to read the pamphlet entitled *Committee Responsibility for Co-operative Education and Convention Proceedings—Felixstowe 1955*.

Board Representation on Education Committee

It is a generally accepted opinion that the best way of maintaining contact is to have at least two representatives from the Board of Directors sitting as members of the Education committee.

It should be recognized that the representatives of the Board of Directors have a somewhat difficult role to play. If relations between the two committees are not good, they may tend to be regarded as spies from an enemy camp—an attitude which would be entirely unfair to the representatives themselves and one likely to harden rather than ease the difficulties. They cannot, of course, commit their colleagues to a policy in advance and yet any expression of views by them might have the appearance of an official statement.

The Education committee should accept the management representatives as members of the team—as indeed they are—but, in doing so, bear in mind the additional responsibility they carry and seek to lighten it as far as possible. The chairman can ensure that no substantial question is decided without giving the Board members an opportunity to express an opinion and, if possible, get them to intimate the possible likely reaction of the Board of Directors to the proposals under discussion.

CO-OPERATIVE EDUCATION

Should Board representatives report back on each meeting or only when an item has arisen which has significance to the trading side? Most projects which the Education committee undertakes should be briefly reported—and if the Board representatives find they have nothing worth while to report, then they should play their full part on the Education committee and seek to remedy the situation.

Joint Committees

A number of societies have established joint committees for specific jobs, e.g., staff training, halls, Co-operative Day celebrations, et cetera. Of these, the one for staff training is of great importance and more societies are encouraged to adopt this method. It ensures that the special provisions for the employees and the active participation and support of the senior officials are secured. At the same time the educational interests for which the Education committee is responsible can be fully incorporated into any programme of work.

Another device which may bring together the two committees is the arrangement of a joint meeting prior to each members' meeting, for the purpose of mutually explaining items appearing in the Report and Balance Sheet.

There is a danger that without regular contact between the two committees the only occasions of meeting are for the purpose of making complaints or airing grievances. On the other hand, regular joint meetings which have no positive outcome can just as easily create the wrong kind of relationship. Therefore the most useful path, as is usual in Co-operative practice, is likely to be the middle one. Not too many contacts, not too much co-ordinating machinery, but sufficient to make harmonious joint action possible whenever the opportunity presents itself.

Contact with Officials

It is difficult to lay down the golden rule with regard to contacts with the senior officials and other members of the staff. The importance of the friendly help which can be given by the chief official cannot be too highly emphasized. The contact is inevitably a personal one. Like all personal contacts, it is enriched by mutual understanding, and the good Education Secretary tries to approach the General Manager with some understanding of *his* problems instead of bringing to the interview a one-sided attitude. Perhaps the most important thing to remember is the enormous pressure of time on chief officials; come to the point quickly and be prepared to take leave as soon as the business has been satisfactorily settled.

MAKING CONTACTS

There is sometimes a tendency on the part of part-time Education secretaries to try short cuts by making unofficial approaches to members of the staff. This may be satisfactory in minor matters but on major items it can lead to difficulties. Officially, an approach to the management of the society as such, should be via the Board of Directors. An approach to an official or employee should normally be via the chief official.

Contact with Employees

Contact with employees will take place in the main at events organized within the staff training scheme, but, as a background to the Education committee's work in this connection, committee members should have a general interest in the employees and their problems. Many societies have sports clubs, football teams or social clubs, and whilst the Education committee as such usually has no responsibility for them, its members, should be aware of what is going on and, if possible, demonstrate their goodwill through these media. The provision of a film show at the social club, assistance with the organization of a Christmas party for children of employees, a letter of congratulation to the football team when it has success, these and other gestures help to create the kind of climate in which the more serious provisions of staff training are favourably received.

The employees' notice boards to be found in staff rooms, warehouses, milk depots and similar places should not be missed when the committee seeks to advertise its activities.

It should be remembered that roundsmen as well as shop staffs can help to get an audience for a public meeting or a film show, but only on their own terms and within the limits of a reasonable understanding of their everyday work. One of the best methods is to give the milk roundsman a suitable number, say twenty-five, invitation cards to a film show with the request that he gives them to customers most likely to use them.

RELATIONSHIPS OUTSIDE THE SOCIETY

Local Education Authority

Although there is value in establishing personal contact with the officers of your L.E.A. and an interview or a telephone call is helpful in reaching an understanding on any given matter, it is desirable to conduct by correspondence all negotiations which involve action on the part of the L.E.A. If agreement is reached by word of mouth,

then the Education Secretary should send a letter confirming the conversation at the earliest opportunity.

The officials with whom we have most contact are usually those responsible for further education, for youth service and for the hire of school premises. Where these officials are in the vicinity it is worth while making personal contact before officially addressing any specific request to them, for very often the advice they give will ensure the best possible outcome. A visit is preferable to a telephone call, but it is not advisable to call without first making an appointment. Busy people resent time wasting, so make sure that you only call when you have something of importance to discuss and, having called, come to the point and take your leave as soon as the matter is finished.

Nobody likes to feel that the only time they are approached is when something is wanted, and the Education Secretary should extend invitations for appropriate functions to the L.E.A. officers with whom contact has been established.

Workers' Educational Association

The closest relationship has always existed between the W.E.A. and ourselves and national agreements reached in 1933 and 1953 have deepened this relationship. It is at the local level that joint working is the most fruitful. The W.E.A. is a democratic body with district officers and local branches. If a branch exists in your area, close contact should be made with it by an occasional visit and by getting to know the secretary.

The district secretary of the W.E.A. is the man who will willingly lend his advice and help in forming classes and can put you in touch with first class lecturers. Invite him to attend one of your committee meetings in order to discuss the possibilities of future activity in this field. If you do not know where the district secretary may be contacted write direct to the W.E.A. Head Office, 27 Portman Square, London, W.1.

National Council of Labour Colleges

The Co-operative movement has also had an association with the N.C.L.C. over a long period of years. A statement was issued in 1933 defining the relationship and in February 1953 a restatement of the position was issued to all Co-operative Education committees. The N.C.L.C. has its own positive approach to education. Its policy is based on the belief that Labour has a contribution to make which is as distinctive in education as in the field of industry and

MAKING CONTACTS

politics, if a new social order is to be established. The main instrument of its policy is the provision of free educational facilities to the members of those trade unions which contribute to its funds, and this means that most Co-operative employees, through membership of U.S.D.A.W. have access to N.C.L.C. study facilities without payment.

The N.C.L.C. is always prepared to assist a Co-operative Education committee in the organization of classes, discussion groups, in the training of discussion group leaders and class tutors, the organization of day and week-end schools and the provision of single lectures at guild branches and similar meetings.

Each Education committee is invited, as in the case of the W.E.A., to establish contact with the local organizers of the N.C.L.C. Contact with the nearest local branch or divisional organizer may be made by writing to the General Secretary, National Council of Labour Colleges, Tillicoultry, Scotland.

Contact with the Universities

Most universities welcome the opportunity of extending their extra-mural provisions to Co-operators. In the past few years a number of activities of an experimental kind have been conducted, ranging from extension lectures, to Saturday conferences and from day release classes on social and Co-operative economics for employees of promise and of responsibility, to joint summer school provision. This revival of joint work between the universities and the Co-operative movement is a most encouraging one and is capable of considerable and fruitful extension.

Contact is maintained sectionally by the Sectional Education Officer within whose area the university is situated. In many areas, the Workers' Educational Association is linked with the work making it a tri-partite provision.

RELATIONSHIPS INSIDE THE MOVEMENT

The Co-operative Union

The main contact of the Education committee with the Co-operative Union is with the Education Department, to which reference was made in Chapter 3. If contact with the Legal Department is necessary it should be made through the secretary of the local society, but the advice needed may already be available in your own general

office without going further. Another department with which we will probably have a good deal of contact is the Publications Department. This department is the bookselling agency of the Co-operative Union and in addition to publications of the Co-operative Union and books of all kinds, sells a variety of posters, exhibition materials, rainbow ribbon, bunting and flags, the use of which can make all the difference between a drab looking meeting and one which looks colourful and alive. Write to the Publications Department for their latest lists if it is some time since your committee last examined them.

Co-operative Wholesale Society

The department of the C.W.S. with which Education committees have most contact is the Publicity Department which includes in its activities the *Home Magazine* and the Films section.

The Publicity Department is able to provide material advertising C.W.S. products, and, when this takes the form of balloons or novelties, it can be used to add to the enjoyment of children's parties or other social occasions.

The Publicity Department can sometimes help with printing costs by paying for space to advertise C.W.S. products on printed programmes issued by the Education committee. When space is offered to the C.W.S. they must know how many copies are to be printed, where and to whom it will circulate, and the size of the page.

The address? Publicity Manager, Co-operative Wholesale Society Ltd., 1 Balloon Street, Manchester, 4.

The C.W.S. Publicity Department maintains a separate section for Film shows. Although the local organization of shows may be in the hands of the Education committee, it is the policy of the C.W.S. that the arrangements shall, in all cases, be made via the chief executive officer of the society concerned. There is a heavy demand for this service and we pass on the advice contained in the colourful C.W.S. brochure: 'Get in quickly'. A further reference to C.W.S. Film service will be found in Chapter 6.

The Co-operative Party

The main contact with the Co-operative Party is likely to be with the local Party organization. The two services provided by the Party which affect local educational activities are speakers (especially on current affairs and modern problems) and, in some cases, the pamphlets published by the Party which may be useful for discussion groups.

MAKING CONTACTS

A copy of the Co-operative Party Speakers' Panel may be obtained from the Head Office. It is often better to book speakers through that office than to contact them direct as this method enables advice on suitability to be obtained at the same time. The Party has access to the political leaders of the day, and, when the occasion warrants it, can secure their services.

Information on the Party's pamphlets will be found from time to time in the *Monthly Letter* issued by the Party office.

The Head Office address is: The Co-operative Party, 54 Victoria Street, Westminster, London, S.W.1.

International Co-operative Alliance

Committees sometimes pay little heed to the existence of the I.C.A. except for the period when Co-operative Day is being organized. One of the responsibilities which a good Education committee should accept is to act as a channel of contact between the International Co-operative movement and the active Co-operators within its own area.

The desire to help the under-developed countries is prevalent in most societies and this can be canalised by practical assistance to the work that the I.C.A. does in this respect. Contact should be maintained with The International Co-operative Alliance, 11 Upper Grosvenor Street, London, W.1.

CONTACT WITH THE PRESS

The Local Paper

First, establish personal contact with the editor of your local paper or papers. Fix an appointment, tell him about the work your committee undertakes and discuss with him the best way to present him with news items. Most important, find out the deadline each week by which time news must be in for the current issue, and the name of the person to ask for if you wish to telephone.

Announcement of coming events should be sent in writing just prior to the event. Important events will often be covered by a reporter, and a telephone call will be sufficient to make arrangements. Less important events may have to be reported by the Education secretary and, in our experience, the less editing these need the more frequently they are given space in the local newspaper. Find out the number of words the editor would like and write strictly within that limit. Set a time limit so that the report is always sent in within two days of the event.

A few tips on the writing—make the first sentence tell the news, stick to the facts, check that you have included all the facts, and leave the lyrical style to the poets and opinions to the editor.

‘ *Co-operative News* ’ and ‘ *Scottish Co-operator* ’

Reports of newsworthy activities from local societies may be sent to the *Co-operative News* (*Scottish Co-operator* in the case of Scotland) but they should be brief and should reach the editor no later than first post on the Tuesday morning for inclusion in the issue dated Saturday of the same week. The remarks contained in the previous section apply to reports sent to the ‘ *News* ’. Remember that it is sometimes possible to type a report in duplicate and feed two presses with one report. It should be borne in mind, however, that the local paper is not particularly interested in the Co-operative angle, but is interested in the local angle, whilst the *Co-operative News* is exactly opposite in these respects. Communications and reports should be sent to the Editor, *Co-operative News*, 418 Chester Road, Old Trafford, Manchester, or, in the case of Scotland, Editor, *Scottish Co-operator*, 136, Buchanan Street, Glasgow, C.1.

‘ *Reynolds News* ’

It is rare that the events of a local society have enough news value to warrant space in the national press and, for all practical purposes, there is no reporting contact between the local Education secretary and *Reynolds News*.

Nevertheless, every active Co-operator has the responsibility of helping to increase the circulation and power of our own Sunday paper, and, to this end, posters advertising *Reynolds* should be displayed prominently at all meetings organized by the Education committee. Supplies, and other information to help increase sales, may be obtained from: Circulation Manager, *Reynolds News*, Pioneer House, Grays Inn Road, London, W.C.1.

Publications Received

Contact with bodies both inside and outside the Co-operative movement is maintained by the steady flow of journals, magazines, and other publications which, at times, reaches the proportion of a flood. Every committee should, from time to time, review the situation in this respect and prune the un-read and the unnecessary. The questions to be satisfied are:

‘ Does it contribute to the work of this committee? ’

‘ Is the best use being made of it? ’

‘ Would more advantage be gained if this journal is passed over to somebody else within the society? ’

Use the technique of allocating to members of the committee the publications in which they are likely to be most interested (for example, the persons interested in adult education to have *The Highway* and *Plebs*, or members keen on Youth work to have *Co-operative Youth Leader* and *Young Co-operator*). The committee members who undertake this first reading should keep the remainder of the committee informed of special items of general interest.

It is worth while to check that the *Home Magazine* is being received regularly by all class, group and choir members.



CHAPTER 6

MAKING MEMBERS INTO CO-OPERATORS

Occasional Activities

Organizing a conference: the audience; subject; hall; publicity. One-day schools and week-end schools: timetables; social activities; visual aids. Film shows: propaganda and educational. Concert meetings. Exhibitions: propaganda, educational, arts and crafts.

MAKING MEMBERS INTO CO-OPERATORS

Occasional Activities

WITH this chapter, we commence the study in more detail of possible activities for adult education. Even the smallest society is able to organize an 'occasional' activity and for that reason we start with the discussion of such events, proceeding later to more sustained activities having a continuing existence, such as evening classes and other groups which meet regularly.

Organizing a Conference

Try to allow at least three months between the decision to hold a conference and the date when it is to take place. Once the general decisions have been made by the committee, it should be left to the secretary to get on with the job without unnecessary discussion at the intervening meetings.

The purpose to be served will determine both the subject matter and the audience to be invited. Examples are (a) a conference of a general interest to enlighten the participants on Co-operative affairs—here the audience will be active members of the auxiliaries and the general membership of the society; or (b) a conference confined to an exposition of matters of special interest to one particular section of the society, e.g., a lecture on music for members of the choir.

If you need help in securing a lecturer, the Sectional Education Officer or the local W.E.A. or N.C.L.C. organizers will willingly tender advice. It is usual to pay a fee of two or three guineas in addition to fares and any out-of-pocket expenses incurred. It saves subsequent embarrassment if the question of fees is settled in the initial correspondence.

Next, we need to pay attention to the hall. A conference can be improved if the atmosphere is right and it is difficult to achieve this if the hall is too large for the audience. One way of overcoming this difficulty is by arranging the chairs diagonally with the speaker's table on a corner, thus reducing the gap between the speaker and his listeners and giving the impression of compactness.

MAKING MEMBERS INTO CO-OPERATORS

The decoration of the hall is one detail which can make all the difference between a drab meeting and one where the colourfulness of the surroundings reflects itself in the liveliness of the audience. It is surprising what a difference the use of C.U. posters, rainbow flags and advertisements for *Reynolds News* can make!

Gaining an Audience

Now for the most difficult task of all—filling those empty chairs.

The invitation to attend should be specific rather than general and should aim at attracting a definite section of the community and not the whole of the general public. If the conference is on a Co-operative subject, then the invitation will be more or less limited to Co-operative and allied organizations. When wording the invitation to guild branches, bear in mind the usual guild practice and, if you ask for two delegates, it is quite likely that you will get them, whereas if it is an open invitation and it is left 'on the table,' it is likely that no one will attend.

All invitations should obey the rules of good advertising and be attractive to the eye and to the ear, be brief but bright, and have pulling power. Avoid long, complicated circulars.

When the subject is one which is of wide interest, we should extend invitations to the sections of the community most likely to be affected. For example, a conference on 'Education To-day and the Comprehensive School' could be arranged in conjunction with the local branches of the National Union of Teachers, and, also beyond that, an attempt could be made to reach any parent/teacher associations which exist in the locality. If one of the local leaders in the teaching profession is not to act as chairman, then at least one should be on the platform and be given some prominence.

After the specifically directed invitations have been sent, publicize the event in a general fashion by attractive posters in the Co-operative shop, by announcement in the *Home* magazine, and by press release which, if timed correctly, gives you free space in the local paper.

Even with 100 per cent. efficiency in following out these suggestions, it is still not enough, for there has to be a personal follow-up to ensure that word-of-mouth persuasion is used to the full. Of all forms of invitation and advertising, personal contact is still the most effective.

A successful example noted recently was a lecture on 'Housing' on a Thursday evening in a school hall which was filled to capacity.

The subject was topical, the speaker was a well-known Co-operative Member of Parliament and quite a simple device attracted the audience. On the previous Saturday morning a loud-speaker van toured the council estate which was the 'catchment area'. On the Sunday morning, with the aid of Youth Club members, a printed announcement was delivered to each of the 2,700 houses which comprised the estate. On the day of the meeting the loud-speaker van made a lunch-time tour of the estate reminding the citizens of the lecture. It was a pleasure to see all seats occupied and people standing at the back of the hall.

One last point. Remember that the speaker is using his voice for a long period and see that a glass of water is before him from the commencement of the meeting.

One-day Schools

In addition to the arrangements outlined in the previous section (many of which apply to all 'occasionals' and will not be repeated), the one-day school adds the need to arrange catering. Fortunately many societies possess catering departments and this is by far the best way to provide your student with meals and refreshments. Where a committee has to do its own catering, help can usually be obtained from members of the guild branches. We do not propose to go into details of menus, quantities to order and general catering problems as there is a wealth of practical experience in these matters in all localities and the Education committee which knows its area will know where to go for any information it lacks.

Practice shows that in recent years most people are reluctant to spend their Saturday evenings in meetings, so that a Saturday conference is more likely to be successful if it is confined to the afternoon. If it is convenient to organize on a Sunday, it is possible to use the full day and have at least two, maybe three, sessions.

Even if you use two speakers, it is advisable to keep to a single theme for the school. It adds to the interest and effectiveness of the school if a session is devoted to group discussion and report as outlined in the following paragraph on 'Methods of Study' or alternatively the last period may be used as a forum or 'any questions' session.

Week-end Schools

For many reasons, a week-end school is often easier to organize than a one-day school. Thus many of the physical needs are catered

for at the conference centre by people able to deal with the creature comforts in a professional manner. Care should be taken when selecting the venue that the centre can provide amenities which will satisfy the type of students attending, but once the decision has been made, the committee must make the best of the facilities available. If a centre has not been used by the committee previously, then the secretary or chairman should be delegated to visit it to make sure that it is suitable and to establish personal contact with the manager.

Food and beds can make or mar a week-end school. Tactful handling of bedroom allocations is very necessary and the warden is usually grateful for the assistance of the secretary in these matters. Some difficulties can be avoided if each student attending is made aware of the facilities available when his booking is confirmed.

In the Lectures—and Outside

One of the practical problems that faces Co-operative educationists today is that there is a tendency to see the same people time after time at week-end schools. There is a need to bring new people to this form of activity. There is no better way of arousing interest and many Co-operators have had their initial enthusiasm developed as a result of attending a week-end school. We would suggest that a local Education committee should only organize a week-end school when it can fill sufficient places with members of its own society, and that it should deliberately use such schools to foster its work within its own boundaries. If a school can only be successful when it receives support from other societies, then it should be organized, generally speaking, by the District Joint Committee.

The programme should be carefully time-tabled and in doing so the arrival and departure of buses and trains should be borne in mind. Nothing slackens the organization quite so much as where, at the opening meeting, members dribble in, and at the closing meeting there is a steady trickle out. Avoid indigestion both mental and physical by allowing sufficient pauses between sessions.

Getting people to mix is an art and, in most gatherings, we find at least one person who is capable of exercising that art. The organizer should consciously endeavour to weld the participants into a freely mixing community.

A successful social evening helps towards success and its ingredients are variety, audience participation, speed which avoids awkward pauses, changing the item before it palls, and a good M.C. Above all, let the people sing!

Methods of Study

Lectures should never last more than one hour and ample time should be allowed for questions and discussion. In recent years it has become fashionable for some sessions to be devoted to group discussions. The groups should consist of about ten persons, and have a discussion leader, and a reporter to convey the results of the discussion to the general assembly. It is advisable, when possible, to make prior arrangements for the appointment of these members and so be more certain that you have persons able to perform these functions.

There are two ways in which a subject may be tackled. Three salient points may be taken and considered by all groups, or, on the other hand, the subject may be broken down into a number of questions with each group tackling a different section. The first method is more comprehensive and in practice proves the most acceptable and the easiest to organize. The subject should be within the theme of the week-end and should fit in with the lectures rather than cover the same ground.

Discussion should last no longer than one-and-a-half hours. Then after a break the general assembly should hear the reports from each group. At the conclusion of the general assembly, either the lecturer or the director of the school should summarize the group findings.

Visual Aids and Literature

The programme is sometimes improved by the inclusion of 16 mm. sound films, preferably as a visual aid to the theme under discussion. If an organizer has access to a projector and projectionist for the whole week-end, and provided that blackout facilities create no disturbance, educational films are best used in a number of small doses rather than as a full session. Unfortunately, it is more usual that the projector is available only at one period during the week-end and has to be used accordingly. Consult the lecturer on choice of films to ensure that they can be allied to his subject.

Literature on the subjects being studied should be available at the school, either on loan or for sale. Whilst we cannot dictate to a lecturer the methods he should employ to expound his subject, a summary giving the main points of his exposition is a valuable aid to audience understanding. An offer to duplicate a paper of this kind is very often gratefully accepted. These concise notes need in no way detract from the impact of the spoken word.

MAKING MEMBERS INTO CO-OPERATORS

A fresh approach to sustained study is one where a series of linked week-ends is arranged, say, three or six. Three lectures and discussions are possible at each week-end and this makes the series the equivalent of a 9- or 18-lecture course. The idea is to cater for students who may wish to study a subject thoroughly, but who cannot afford the commitment of one evening a week for a formal class.

In the organization of all the 'occasionals' mentioned so far in this chapter, committees must be concerned, and rightly so, to make the event as interesting and enjoyable as possible. Nevertheless, if this is achieved at the expense of the quality of educational content, the event will still be a failure. The participants must actually increase their knowledge and be aware of the increase.

Film Shows

Occasional film shows organized by Education committees are, broadly speaking, of two types; either, primarily, a means of propaganda or a means of education.

If the Education committee does much film work, then it is worth while, in cases where the Education secretary is spare-time, to make one member of the committee the Films Officer, who will keep himself informed about the usefulness, availability, sources of supply and new issues of films. By this means at least one member of the committee will have special knowledge of what is needed for success.

Unless the committee undertakes a large volume of work it is rarely an economic proposition to purchase a projector. With the projector comes the problem of operating and of transporting it and there are some projectors collecting dust in Co-operative committee rooms because these and other technical problems were not sufficiently considered before purchasing.

Propaganda Film Shows

For propaganda work the C.W.S. film department provides a free service subject to certain conditions being fulfilled by the local committee. The shows contain an entertainment film, some interest films and a certain amount of C.W.S. advertising. Special programmes with the title of 'Women's Hour (and a half)' have been compiled to make an attractive afternoon show.

Arrangements should be made in good time through the chief officer of the society. It is best if a series of shows can be arranged within the same week thus enabling the C.W.S. film unit to remain

in the area. It is worth taking time and trouble to ensure that attractively printed invitation cards get into the hands of people likely to use them. The C.W.S. will supply both the invitation cards and posters which may be used in Co-operative shops.

The programme is determined by the C.W.S. but a local committee may have films included by special request to the film department, provided sufficient time is allowed to secure them and any additional expense is borne by the committee.

An adequate number of stewards should be appointed to attend and they should accept the responsibility of talking to people and perhaps getting them interested in the affairs of the society in addition to showing them to their seats.

In the summer months the daylight cinema van of the C.W.S. can do a first class job of propaganda within your society, but this service is no longer available at the request of retail societies, as the C.W.S. arranges its own itinerary.

Educational Film Shows

For film shows with an educational purpose it is sometimes possible to borrow the necessary equipment from a neighbouring large society or from the local education authority. To ensure success there must be a careful selection of films and an equally careful selection of audience. Within the movement, films of Co-operative significance and films showing Co-operative development in other lands, may attract a good audience.

For Co-operative employees, shows arranged near the place of work in co-operation with the management of the society and, when convenient, in working hours, may get information to employees which they would not seek by attending a class or a meeting. Films on salesmanship, on self-service techniques, on modern methods of retailing, and on problems of management, are examples of possible lines of approach to the Co-operative employees through films. A catalogue of films found useful by local Co-operative societies is available from the Co-operative Union Education Department.

For subjects of general educational value it is advisable to seek the co-operation of the particular groups with special interests in such matters. For example, the local United Nations Association and possibly some religious and similar bodies would be interested in U.N.E.S.C.O. films and documentaries; parents' associations would be interested in films dealing with education, etc.; musical groups

may be interested in films depicting the instruments of the orchestra, and art groups by those pictures which allow the camera to explore and explain some of the world's masterpieces in paintings.

At educational film shows, make no pretence of trying to amuse. What you seek to do is to arrange a stimulating programme, carefully designed, shown to interested and thoughtful people.

Sometimes it is possible to improve the occasion by getting an expert to open discussion on the subject matter. To do this it is necessary deliberately to break up the passive attitude that a film induces. If refreshments are to be served, this activity can bridge the gap between the passive showing and the active discussions.

Exhibitions

Exhibitions take many forms from a fairly simple collection of photographs, charts, diagrams, etc., suitably mounted for display in a shop window, on the wall of a meeting room or entrance lobby, to a costly and magnificently mounted display in a large exhibition hall.

Very few Education committees are able to make use of exhibitions to convey to the members of societies knowledge about the Co-operative movement. The cost and the practical difficulties of preparing exhibits are usually beyond the means of a committee with a limited grant.

Nevertheless, within the trading side of the movement exist facilities which can be used to good effect if only they can be tapped. Shop windows, shop floor space, display materials, ticket writers, window display experts, photography departments, added to the display and exhibitions sections of the C.W.S., all make possible exhibitions which would otherwise be beyond the range of many of our Education committees. Purely trade exhibitions should, of course, be left to the trading departments. Even at these, however, there should be an educational section and the Education committee will need to think of ways and means to illustrate Co-operative philosophy, history and traditions and to draw attention to educational activities.

The Union's Education Department has access to display units illustrating the Co-operative Youth Movement and project exhibits. A new display unit on the Co-operative College is also available.

Arts and Crafts Exhibitions

Another form of exhibition is one which shows the products of the skills of members in arts and crafts, and their activity may well

be linked with Co-operatively sponsored classes in these subjects. A number of societies organize such an exhibition by issuing a programme inviting entries for various classes of work for which prizes will be offered. In some cases, a District Joint Education committee organizes this event for all its societies.

Care should be taken that adjudicators are selected who are experts in the crafts to be judged and who can be accepted as absolutely impartial. A useful source of supply is the local technical college or, another, the L.E.A. It is usual to offer a fee for this service for it involves considerable time and careful attention.



CHAPTER 7

MAKING MEMBERS INTO CO-OPERATORS

The Organization of Classes

The importance of classes. Attracting the students. The purpose of classes. Selection of subjects for (a) learning for living; (b) service to the community; (c) Co-operative service; (d) trade unionists; (e) arts and crafts. Selection of tutors. Collaboration with other bodies. Classes with the L.E.A., the W.E.A., the N.C.L.C. and the universities. Retaining class members. Residential Summer Courses.

MAKING MEMBERS INTO CO-OPERATORS

The Organization of Classes

WE cannot emphasize too much or too frequently that the backbone of the work of a Co-operative Education committee is to be found in classes and groups which meet continuously for a period. Yet of all the tasks undertaken by Co-operative Education committees, the organization of classes is the most difficult.

Three societies were visited which had returned annual registration forms showing a healthy position as far as class work was concerned, to try and find the secret of their success. Why was it possible for these societies to establish sessional classes each year, when in neighbouring societies not a single class existed? In each case the answer amounted to the same thing, that persistence and tenacity of purpose had, *after many disappointments*, prevailed and that success was the result of work put in over a number of years. Gradually a tradition and a pattern had been established, but even so, the struggle had to be maintained each year and the slightest relaxation of effort immediately showed a decrease in classes or in attendances.

Recruitment of Students

Let us face it. To study means to work, and to use leisure time for study means an increase in the working day. The number of people in the community who study for the sheer pleasure of increasing their knowledge is small and few of these would think first of coming to the Co-operative Education committee for study facilities.

On the other hand, most people study at some time or other in their lifetime in order to achieve a set purpose.

The first task of the Education committee in developing class work is to show people the purposes to be fulfilled and to persuade them to adopt those purposes as part of their own pattern of living.

The general case for adult education is usually stated on the following lines. First it enables the individual to live a fuller and

more satisfying life. Secondly, it enables an individual to give service to the community in accordance with his beliefs. Within the first comes the need to satisfy the desire for achievement by enabling the student to create something or express himself. In the light of these purposes, the would-be student should be shown that by engaging in study there is a surplus of advantages over disadvantages and that the time and effort put in is justified by the results.

There is, however, the special case for Co-operative engagement in adult education which was outlined in Chapter 1 and it would be most appropriate and useful if before proceeding further you re-read that statement. And we should remind ourselves too of the target for each society which the Education Executive outlined in the suggested framework for educational effort in 'A Plan and a Challenge'. For these details see pages 15-17 in chapter 2.

Where classes can be organized within the programme of a guild branch or some other group within the society, recruitment is usually facilitated.

Two other sections of the community to whom a direct approach may be made are (a) those concerned with politics who may wish to play their part in local government, and (b) the organized workers in factories who may wish to give service to the trade union.

The Personal Approach

Make no mistake about it, you must make personal contacts if you are to secure class enrolments. Publicize the class by every possible means; posters in the shops, the local press, handbills and leaflets, letters to interested organizations, and use any other device that ingenuity can conceive, but recognize all these things as ground-bait and that the committee, as fishers of men, have to angle for each capture individually.

Individually? It is sometimes easier to catch them in twos and threes, and the fact that Mrs. Brown 'will not go on her own' may be used to advantage if Mrs. Brown's persuasiveness is added to your own in getting Mrs. Green to accompany her!

The urge to attend classes may spring from a desire to improve conditions of living—personal and/or social dissatisfaction—and the impulse we should seek to arouse in our prospective students is that of guiding their own destiny. There are times when most people feel their own inadequacy in understanding the forces which shape modern existence; an inability to cope with events, or to control them. Newspapers, radio and television, conversations over the garden wall, and in trains, buses, offices and factories,

throw phrases at us like 'balance of payments,' 'dollar reserves', 'differential rents', 'inflationary spirals' to say nothing of the alphabetical jumbles like N.A.T.O., S.E.A.T.O. and G.A.T.T. If only we *knew* what they were all about instead of just having a vague idea! This inadequacy is felt most acutely after an argument when we are certain of the rightness of our own contentions but the other fellow is able to produce facts which we cannot controvert. For the Education secretary or committee members proposing to organize a class a useful approach is to write down a list of possible students, place them in order of probability and visit those at the head of the list with a firm invitation to join.

In recent years, Education committees have found it easier to get students interested in arts and crafts classes than classes in the social sciences. In a world moving towards automation, perhaps this is a healthy sign, and the recent trend towards 'Make-it-Yourself' has at its heart the sentiment of the poet, Robert Bridges, when he wrote:

' I, too, will something make
And joy in the making.'

The incentive to join such classes is latent in most people and all that is needed to bring it to the surface is to give them sufficient confidence to join a class and 'someone to go with'. It is easier to recruit students for classes where there is an 'end product'—something that can be seen, touched and admired by family and friends.

One of the best recruiting grounds is, of course, in the auxiliary organizations and a number of guild branches have organized classes jointly with the Education committee as one of the means of interesting members and of bringing new life into their programmes. In this connection, however, it is well to emphasize that most L.E.A.s provide good facilities for these activities and it is unlikely, as well as undesirable, that Co-operative societies can provide, on their own, equally good arrangements. Co-operative Education committees seeking to offer instruction in arts and crafts should do so in association with the L.E.A., using the latter's schools and teachers.

Selection of Co-operative Subjects

Classes to enable Co-operators to serve the movement more effectively should stand first in the order of priority of all class work and the Co-operative Union Prospectus offers a complete

range of subjects for this purpose. What a tragedy that this, the most important section, and one which deals with one of the most fascinating experiments in the development of social organization, can so often prove so dull! One of the reasons for this has been in the past, we believe, an over-emphasis on history. 'If the members must know the movement's history', said one of the movement's historians, W. P. Watkins, 'let them learn it as a chain of cause and effect, not as a collection of legends'. There is a tendency in much of our work to be the slaves of chronological order. Co-operation? Start at 1844 and advance year by year! History? Start at 1066.

In selecting the subjects with which to teach Co-operation, useful starting points are the syllabuses contained in the Co-operative Union study guides in 'Our Co-operative Society' series (see page 77). These provide topics and approaches that many Co-operators feel they need. Classes which advance beyond this will find further syllabuses in the current Co-operative Union Prospectus, but care should be taken not to overlap the material already assimilated.

The usual programme of a local Co-operative Party does not allow the inclusion of a study class and in consequence an attempt should be made to provide Party members with the necessary background to their work by the provision of a separate class, some sessions of which may well be incorporated into the Party's normal programme. A syllabus of ten lessons is published under the title of 'History of the Co-operative Party' and all local parties should tackle this subject. This could be usefully followed by Course A in the series 'Our Co-operative Society'.

Selecting Other Subjects

The choice of other subjects to be studied is governed by the purposes to be served. For those seeking to serve the community, subjects like 'Clear Thinking', 'Economics', 'Civics' and 'International Affairs' are necessary for very obvious reasons, but wider ranging subjects like 'Literature' are also appropriate.

One society recently succeeded in organizing classes in 'English Social History of the 18th Century' and 'Greek Mythology'. Subjects like these are sometimes taken by classes which have retained the same members for a number of years and each year select a fresh subject. The subject of 'Philosophy' demands a good deal of devotion if it is to be studied in evening classes and it is often found desirable to approach it, and also another important subject, 'Psychology', via 'Literature' rather than by frontal attack.

Even small societies should not be afraid to examine the possibilities of high-level study which a three-year university tutorial class entails. In our community are many members who have had the benefit of grammar school education and members of the professions in the locality, who may be attracted by a university course. One society recently filled a sessional university extension course on 'The Economics of Retail Distribution' almost entirely with Co-operative managers.

In recent years the subjects which have been popular have been 'Public Speaking' and 'Chairmanship'. The use of tape-recorders has given added impetus to the former, but is the latter now out-dated? Chairmanship and business procedure provided the knowledge that people wanted during the period in the democratic movements when everybody was 'meeting conscious' and when we delighted in 'points of order', the 'reference back', 'the previous question' and other devices which enabled the people-who-knew to be far more effective than those who did not. With the change in the fashion of meetings, with more decisions being taken 'in committee' than at the meeting proper, perhaps the need for 'Chairmanship' is dwindling.

An interesting approach was made by the Oxford University Extra-Mural Delegacy in their course 'The Art of Public Expression' and a copy of the syllabus for this course may be obtained by writing to the Tutorial Classes Committee, Rewley House, Wellington Square, Oxford.

For service in local government, specific subjects are often of more value than a general course on the local governmental system. What would-be councillors want to know is not so much the procedure and history, but how to be an effective member on the various committees which really do the council's work. There is often a feeling that lack of knowledge enables the permanent officials to rule the Town Hall, and subjects like 'Public Finance', 'State Education To-day', and 'Housing the People' may enable the councillors to be less dependent on the opinions of their officials.

Courses for Trade Unions

What subjects and classwork can a Co-operative Education committee offer to enable trade unionists to render service to the community? Most trade unions sponsor educational schemes which provide for their members' education, with particular attachment to institutional needs. Nevertheless, the Co-operative movement has a responsibility, too, for it believes that Co-operative methods can be

applied to industry and that an extension of democracy beyond the political field is desirable. Co-operative production and co-partnership schemes are an integral, if at times somewhat neglected, part of our movement and the introduction of classes for our members in their capacity of producers is in many ways complementary to the approach to them as consumers. Factories and workshops provide a catchment area which is worthy of our attention, and classes on industrial problems, industrial democracy, management techniques in industry, and Co-operative Co-partnership are subjects which may bring into our educational orbit a fresh stream of participants.

It may be of interest to note that a society in Yorkshire recently had considerable success with a class on 'Trade Union Policy and Problems'. This was organized jointly with the local technical college and four lecturers were used to cover a total of eleven weekly meetings. There were thirty-one participants, of whom twenty-four came from nine different unions.

Selection of Tutors

We were tempted to digress to this point when discussing the problem of retaining class members, for no single factor is more important to that end than the tutor. A good tutor not only knows his subject, but is able to 'get it over' and, beyond that, is able to hold a class together. The society which has been doing class work over a number of years has a great advantage in the selection of tutors, for bad tutors have been weeded out and those who remain have stood the test of time.

Valuable advice can be obtained from bodies like the L.E.A., W.E.A., N.C.L.C. and the Extra-Mural departments of universities, but this alone will not ensure that you get the right man for the job. The committee concerned must build up its own panel of lecturers, preserving the highest possible standards.

The trained lecturer is able to assess his students and tackle the subject in the manner most fitting for each separate class he teaches. It is sometimes necessary, however, for the Education committee to exercise its judgment and its knowledge of local conditions so that they are in a position to decide that Mr. Knowall is the right man for the class at Highminster but is the wrong person to send to Lowminster. A specialist dealing with his own subject is usually able to convey some of his own enthusiasm about it.

In recent years the Education Executive has included in its programme of summer courses, one devoted to the training of study

group leaders, with special reference to the use of the 'Our Co-operative Society' series of syllabuses. A number of free places are offered annually to persons willing to agree to act as leaders during the forthcoming session.

It is not easy to get good lecturers and at least one member of the Education committee has to put in a lot of time and effort to secure the services of the right people, but this is time and effort well spent and leads to a standard of work which has a lasting effect upon the participants.

Collaboration with Other Bodies

We have already mentioned in the chapter on making contacts, the value of collaboration with the L.E.A., W.E.A., N.C.L.C. and the universities. There is no rule of thumb we can lay down to indicate, for example, that one activity should be organized in conjunction with the L.E.A., whilst another is better organized with the W.E.A. The decision on which is the most appropriate collaborator has to be taken on each case as it arises, for local circumstances and available services are the main factors.

Classes with the L.E.A.

The L.E.A. is empowered to aid classes and cultural and recreational activities by the provision of teachers, lecturers and leaders, the use of premises and the provision of equipment. The conditions which govern assistance differ from one locality to another, and consultation should take place at the outset in order to ascertain the position. From the L.E.A. side they will want to know at least the subject (and syllabus if possible), whether you wish to nominate the teacher and, if so, his qualifications, where the class is to be held and the prospects of membership. It is quite usual for the details of the syllabus to be worked out in consultation with the L.E.A. and the teacher.

It is sometimes possible to use Co-operative premises for Co-operative classes, and this provides the student with an immediate association with the Co-operative movement. The determining factor however should be the fitness of the room for the purpose envisaged. The one thing on which you *must* be able to assure the L.E.A.—that the number of prospective students will be sufficient to warrant a class.

A class organized jointly with the L.E.A. has to comply with L.E.A. rules and with a scale of fees to be paid by or on behalf of

MAKING MEMBERS INTO CO-OPERATORS

the students. Some Education committees pay these fees on behalf of all Co-operative members, without further condition, but the more common practice is for the student to pay the fees and then be reimbursed by the Education committee provided he or she has completed 75 per cent. attendances.

The L.E.A. will usually provide most subjects without question, even those which are specifically Co-operative, if 'Co-operative' is treated in accordance with educational standards and methods. However, if the matter is questioned we should be prepared to accept responsibility for teaching our own members about their own movement.

Classes with the W.E.A.

The relationship with the W.E.A., which is itself a democratic body, may take the form either of a joint class, or of advertising, among Co-operators, the classes organized entirely by the W.E.A. The first is, of course, the more positive form of collaboration.

The W.E.A. will provide lecturers and may be able to offer meeting rooms, but students are required to pay a class fee. Most Co-operative Education committees are prepared to meet these fees in the manner described previously in regard to L.E.A.s. One advantage of working with the W.E.A. is that its members are usually sympathetically inclined towards our own objects, and the interest we display in the local W.E.A. branch may be reciprocated by the interest W.E.A. members take in our society. The minimum number for a W.E.A. class in many areas is twelve for a terminal course of twelve lectures, or fifteen for a sessional course. On a subject which fits into our own educational plan we may be unable to muster more than ten people, but a joint class may materialize because the W.E.A. can bring additional members from outside the society.

Classes with the N.C.L.C.

The N.C.L.C. offers similar facilities for classes to those of the W.E.A. Local circumstances, and also the subjects to be studied, will influence a committee in choosing its partner. It should be remembered that these organizations are not mutually exclusive, even if they are, to some extent, rivals for our affections. It was noticed in recent educational returns to the Co-operative Union that quite a number of societies organize separate classes during the same period with both organizations. What is the difference

between them? The main one is that the N.C.L.C. preserves a rigid independence from State support and (it would probably add) from State interference. It inclines to the belief that all teaching has a bias one way or another, and that the N.C.L.C. should offer working class organizations teaching with a bias towards socialism.

Joint Activities with Universities

Most universities offer much the same kind of collaboration as that which the W.E.A. offers, and often the best approach to the university is through the W.E.A. district secretary. The advantage of a university class is that one can usually be certain of the high academic standards. The requirements are that the students must have sufficient groundwork to enable them to commence their studies at the level required and that they must be prepared to give time outside the classroom for additional reading and homework. A three-year tutorial class is perhaps the most difficult project an Education secretary would seek to organize; yet, once it has been successfully achieved, it yields better educational results than any other type of activity. As an added incentive to study some Extension departments or Extra-Mural departments award a university diploma to successful students.

Among the most stimulating educational experiments undertaken by local societies in recent years has been the promotion in association with Extra-Mural departments of universities, of day release classes primarily but not exclusively for employee students already in responsible posts or of promise. The pattern followed has not been uniform but generally the method has been for the Sectional Education Council to approach societies within the area of the university concerned to release one, two or three (perhaps more in the case of large societies) of their younger adult staff to attend at the university for a full day each week for a period of about twenty-four meetings. Those chosen are usually students who already have a record of technical studies and who are regarded as in line for more senior posts. The courses deal with various aspects of Co-operative and social economics and the aim is usually described as 'to enable active members and employees to study the present organization and practice of the British Co-operative movement in the light of its ideals and of the character of the British economy to-day'. The pioneer course in this development was with the University of Sheffield, and others which have taken up the idea include Durham, Leeds, Birmingham, South Wales, Leicester, Nottingham and Oxford.

MAKING MEMBERS INTO CO-OPERATORS

The day release scheme has encouraged the promotion of other joint projects with the universities and in particular short courses for members of Boards of Directors have been arranged in some areas on such topics as 'The Tasks of Modern Management' in which members of the staff of universities have been the lecturers.

Retaining Class Members

It is difficult to maintain the attendance of all the students who enrol for a class but, after a time, attendance becomes akin to a habit and the longer the habit is maintained the more difficult it is to break. The first danger spot occurs at about the time of the fourth or fifth lesson when the original impulse has been spent and the novelty of the class has worn off. The second one follows the Christmas holidays. It is at these two periods that committee members should be active in speaking with the students whom they have introduced and in discussing the class with them to find out any snags which may have arisen and which may be remedied.

If a student is absent for two consecutive meetings, then the class secretary should drop a friendly letter enquiring if the absentee is suffering from illness or if there is any other reason for non-attendance. Care should be taken that there is no reflection on the absentee and that he has no need to feel guilty about non-attendance. We are dealing with grown people who are at perfect liberty to spend their leisure time in their own way, not with children playing truant.

The atmosphere of the class can have its effect on the waverers, but this is not dependent so much upon decoration, furnishings or other physical surroundings, as upon the personal relationships between tutor and student and among the students themselves. Pleasantness is not enough; it must be pleasantness plus a feeling that the class is getting somewhere with its studies.

If possible a class reunion should be held during the Christmas holiday, fairly close to the class re-opening night. This might take the form of a theatre party or a social evening, but, if the latter, then it is essential that the room should match the occasion. If it takes place in the Co-operative Hall it will need to cater for a number of groups and not just 15 members of a class. If the event is only to cater for one class, then it should be run as a family party, perhaps in a member's home.

Residential Summer Courses

A considerable number of summer residential courses are arranged annually by the Education Executive at the Co-operative College,

at Co-operative Youth Centres, and elsewhere, with syllabuses appropriate for members of Education committees, for Boards of Directors, for the keener members of classes in social and co-operative studies, for the training of study group leaders, members of drama groups, etc. Many students attending these courses do so with the aid of scholarships awarded by local societies and this type of award can act as a valuable incentive in developing interest and encouraging attendance.



CHAPTER 8

MAKING MEMBERS INTO CO-OPERATORS

Less Formal Social Studies

Short courses to guild branches. Organization of discussion groups. A network of groups. Essentials for organization. Discussion material; C.U. outlines. Follow-up action. Leadership; training. Study groups; membership and pattern. Co-operative Students' Fellowship. Project studies.

MAKING MEMBERS INTO CO-OPERATORS

Less Formal Social Studies

THE previous chapter dealt primarily with classes—that is, with sustained studies in groups for persons who come together formally and specifically from a desire to learn more about a particular problem, topic or activity under the guidance of a tutor. In this chapter we are concerned with social studies but of a less formal type, usually of shorter duration, which may be separately organized but which more often may form part of a wider programme of activities, e.g., in the branch of a Co-operative auxiliary, in a social club, a political, cultural or religious group, etc. The promotion of such less formal studies will often not be the primary (although it is an important) purpose of the group and the position of the teacher is different since he or she is a visitor who is only temporarily the group leader.

Short Courses of Lectures

An examination of the programmes of a number of Education committees reveals that short lecture courses, either given to guild branches or as a self-contained provision, constitute the major portion of the social study work which is being undertaken. The most popular number for a series of lectures is six, but many committees provide series of three.

The provision of short lecture courses is one of the points of concentration recommended in 'A Plan and a Challenge'. Societies with a membership of 20,000 and more are set the target of one student for every 177 of the total membership of the society. The target for societies between 10-20,000 is one student for every 264 members. Further reference to 'A Plan' will be found on pages 15-17, chapter 2.

In offering this service to guild branches, an Education committee should take into consideration the Guild's own educational programme and the need to fit in with the speakers each guild branch has from their own District and Sectional Councils. One of the difficulties with Women's Guild courses is to find lecturers who are available for afternoon meetings, and in this the W.E.A. and N.C.L.C. can sometimes help.

One of the weaknesses sometimes found in the programme of local branches of Co-operative auxiliaries is, to borrow a phrase,

MAKING MEMBERS INTO CO-OPERATORS

that they seem to suffer from the 'grasshopper mind'—from anti-vivisection to vegetarianism, from design in the home to the destiny of a continent. Logical progression is sacrificed for the sake of variety. Short lecture courses can provide the continuity which can give stability to a programme, but to give the best service in this respect each course should not be too short and should be planned to follow similar courses in a logical sequence.

An interesting list of course titles was printed in *Co-operative Education Bulletin* No. 12, and three sections emerged, as follows:

1. Forming the Co-operative Mind.
2. Education for Citizenship Responsibility.
3. Broadening the Cultural Experience.

In providing short courses for guild branches, basic subjects should precede those which, although topical, need groundwork before the participants can get to grips with the problems involved.

Discussion and Study Groups

At times it looks as though more discussion has taken place about discussion groups than has taken place within them. The success of the Swedish Co-operative movement and of the Antigonish Fishermen's Co-operatives with this medium of education excited keen interest among progressive Co-operative educationists some years ago. Then, during the last war, the Army Bureau of Current Affairs used the discussion group method for much of its work and the results were very interesting indeed. In industry, the Ministry of Labour's Training Within Industry (T.W.I.) scheme uses discussion techniques entirely for its training programmes.

Theoretically, a distinction can be drawn between a 'discussion group' and a 'study group'. In a discussion group the educational method is that of stating and examining opinions already within the group. If the group contains a number of persons who are knowledgeable on the topic under discussion, the exercise for the majority of the members cannot help but be a means of gaining information and of testing their opinions, thereby contributing effectively to their education. If, however, the discussion group does not have knowledgeable persons within its ranks, the discussion will hardly avoid being ill-informed. Instead of being a process of education, it may be only an opportunity for the exchange (often violent exchange) of prejudices. A study group, on the other hand, sets for itself a definite line of enquiry into a field of knowledge or range of interest from which the majority hope to

gain new information on which to base judgment. The group will normally work under the guidance of a leader who will frequently (though not necessarily) be somewhat of an expert or at least in advance of the remainder of the group in knowledge of the subject. Each member of the group is expected positively to undertake study, that is, to contribute to the enquiry or research in a systematic way.

In Co-operative circles, the terms 'discussion group' and 'study group' have been loosely used. In practice most groups have the character partly of one and partly of the other, but with an emphasis on the element of study and having the guidance of a leader. Throughout this chapter we shall use the term study group, leaving it to be understood that either technique might be followed to accord with the ability and inclinations of the group members concerned.

A study group is essentially a co-operative enterprise in which the means of learning are in line with the ends our knowledge should serve. Why is it, then, with so much theory in its favour the practice has proved disappointing? One reason is that we have a long tradition of 'lectures, question and discussion' which fits into the background of our movement. Another is that there has been insufficient attention to the organizational techniques which have to be used in this form of education. The study group is not an abridged lecture, or an 'easy way out' for people who want to learn without taking the trouble to work at it. It is a way of acquiring knowledge which stands firmly on its own merits.

Study Groups within Existing Organizations

The committee may seek to organize groups as a means of study within existing Co-operative groups by providing a suitable leader instead of a lecturer. The Co-operative Union has published a number of study guides which lend themselves to such purposes as these, and those contained in 'Our Co-operative Society' provide a useful starting point. This series has already been mentioned as providing syllabuses for short lecture courses, but the text is prepared in such a way that it can also serve the study group leader.

Although each course is divided into six sections, the syllabus for group purposes really needs to be extended or modified to cater for the actual needs of each group for, if the discussion is to be alive, members must not only take an active part in the meeting but search out information between meetings. For example, the recommendation made in the first course of the booklet 'What We Seek To Do', is that the first meeting might be taken up by working out the overall approach to the subject and allocating jobs to the members—one to

MAKING MEMBERS INTO CO-OPERATORS

find out how the society began, another to find out about the present membership, another to examine the ways in which people have become members of the Board of Directors, and so on. Then at subsequent meetings it may be found that the topic needs two meetings instead of one. For example, it may be decided to invite the general manager, or some other responsible Co-operator as a witness to answer the group's queries relating to things in which the person invited is an expert.

Additionally, it may be necessary to have meetings to decide on the general findings of the group and even to prepare, and endorse, a written report. The subject should come to life and have its own growth and development and this cannot occur if there is a too rigid adherence to the syllabus.

A Network of Groups

An experiment worth the consideration of an adventurous Education committee would be to seek to build a body of Co-operative opinion with a network of groups throughout the area of the society. A planned campaign to this end may prove more effective than a piecemeal development, and the Antigonish experiment has shown the value of a concerted evangelical drive. The staff work of such a campaign is all-important and the committee should take a considerable time to perfect its plans before going into action.

The essentials which a committee must have are: sufficient group leaders, a sufficient supply of discussion material, and the meeting rooms.

Even in the smallest society it should be possible to think in terms of a number of groups, for it must be remembered that in this work the close community of the village has a natural advantage over the impersonal conglomeration of the town. A homely room is to be preferred to the formal place, for the group, unlike a class, relies to a large extent on its surroundings to maintain the right atmosphere. A group should consist of no more than ten people and not less than five—eight provides the ideal number. Therefore a cosy room, with a few arm chairs, warm in winter and with a 'come again' welcome, is required and it should be possible to find at least one such room within each area which forms a natural community within a society's boundaries. The goodwill of the owner should not be imposed upon and a rental sufficient to cover heating, lighting and wear and tear should be paid. Arrangements should be made to serve refreshments and the group members should meet the costs between them.

LESS FORMAL SOCIAL STUDIES

Until quite recently there was insufficient material of a Co-operative character in existence to keep groups going and some societies can quote instances of groups successfully tackling one series of studies only to dry up and then disintegrate for want of further material. The danger point with study groups occurs when everybody has aired their old opinions and nobody has acquired new ones. For interesting talk to flow out, knowledge must be constantly flowing in. In the guides now published by the Co-operative Union, even without the natural extension which inevitably takes place in a good group, there is sufficient material to keep a group going for many meetings.

<i>Subject</i>	<i>Sections in each guide</i>
' Our Co-operative Society ' Series	
A. What we week to do	6
B. Democracy in Action	6
C. Economic Planning and the Co-operative Move- ment	6
D. Our Co-operative Society as an Employer	6
E. Our Co-operative Society and Education	6
F. Our Co-operative Auxiliary Organizations	6
G. Men and Women who have made our History	6
H. Co-operation in Other Lands—I	6
I. Co-partnership and Co-operation in Industry	6
J. Issues Before Us	6
K. Co-operation in Other Lands	6
' Design for Study ' Series	
School for Democracy	12
Co-operation and Human Rights	12
Economic Planning and the Co-operative Movement	12
The Consumers' Movement	12
Design and Our Homes	10
Co-operation in the Colonies	6
Colour and Pattern in Your Home	6

The same group would not wish to take all of these outlines—indeed, some of them overlap—but it does mean that there is a good selection available. As the group develops it may wish to study subjects which are not about the Co-operative movement and a good leader will be able to build up subjects for himself and know where to direct his members in finding the facts for themselves.

' The purpose of knowledge is action ' said Thomas Hodgkin and the Education committee should encourage discussion groups to act on their findings.

We now come to the most important point of all—the leaders of the groups. The whole scheme stands or falls on the availability of the right kind of leaders in the right places. A Co-operative study group can best be led successfully by a Co-operator and, provided sufficient direction is given, Co-operators can be found who are willing and capable in giving this service. Co-operation can

MAKING MEMBERS INTO CO-OPERATORS

command untold voluntary service from those who believe in it and we should not hesitate to be proud of this fact—and use it with sincere appreciation.

The committee reaches this point in its planning: it has decided on the number of groups it wants and has settled the places where they are to meet. If the number is six, then it must seek out six good men and true (or women), explain the plan, gain their enthusiasm for it and give them the necessary training to play their part in its fulfilment. A complete winter session should be used for this purpose and the leaders should be brought together at fortnightly intervals to learn their job. This may well start as a class held jointly with the W.E.A., say on 'The Theory and Practice of Study Groups' and at least six evenings should be spent in this manner. From that point the group should train itself mainly by practising what it has already learned and by experimenting with different techniques. Members of the group should take it in turn to act as leaders and the last part of each meeting should be devoted to a critical appraisal of what has been attempted.

It will be seen from the foregoing that a committee cannot be successful in building a network of groups of the kind here advocated without taking probably two years between the time it first embarks and the first meeting of the groups. A year to plan and secure the facilities, then a year to train the leaders.

Study Groups for Research and Special Enquiry

Our considerations, so far, have concentrated on the discussion-study group. Before we leave the topic however it is worthwhile to give some thought to the study group which comes closest to our early definition, that is, to a group engaged on research or special enquiry. Clearly, there are many aspects of Co-operative activity, past, present and prospective, to which we should devote attention and the promotion of study groups with such ends in view could well be a specific aspect of local education activity.

There are, of course, difficulties in sustaining a group at this level. The people who would normally take part in such an effort are usually fully engaged in serving on committees and other activities. Nevertheless, it is the work of groups like this which breaks new ground. An Education committee should seek to start such a group as soon as a demand clearly emerges. The idea of a study group may be mooted at joint meetings of the auxiliary branches, or at a students' reunion.

One of the subjects which has proved most popular in study groups is to produce a book about the history and development of the local

Co-operative society. This may be of great value to other students and it has the advantage of satisfying the feelings of local patriotism and interest that most of us possess. It begins perhaps with the disadvantage of being backward-looking but as the study proceeds it can become forward-looking. The most likely people to be interested in such a group are those who have given years of service themselves and have reached the stage when their activity tends towards more contemplative forms.

Other subjects which we consider might be suited for study group treatment are:

- The Co-operative Character
- The Philosophy of Co-operation
- Scandinavian Co-operation
- Productive Co-operatives
- Co-operation in Asia
- Co-operation in the Colonies
- The Democratic Structure of a Co-operative Society
- Co-operation and Politics

Often such study groups take on the character of a continuing organization. The students become members and form a branch of the Co-operative Students' Fellowship, a national organization whose secretary can be contacted by addressing a letter c/o Education Department, Co-operative Union Ltd., Stanford Hall, Loughborough.

The Organization of Project Studies

The only section of the Co-operative movement to adopt the project method of study to good effect is the Co-operative Youth Movement. It is a difficult activity to organize and demands a good deal of devotion on the part of the participants. In effect, it is a combination of hands and brains. The group find a focal point in their studies by building a model, or creating a handicraft exhibit which will show in three dimensions the results of the studies made by the group. Co-operative youth clubs usually make a book also, which contains reports, photographs, original documents and drawings which illustrate the project tackled by the group.

Projects enable individuals capable with their hands to hold their own with more articulate colleagues and it enables people with differing capabilities to pool their efforts for a common end.



CHAPTER 9

MAKING MEMBERS INTO CO-OPERATORS

Cultural Groups and Societies

Reasons for inclusion within Co-operative education. The organization of choirs; drama groups; film societies; music appreciation groups.

MAKING MEMBERS INTO CO-OPERATORS

Cultural Groups and Societies

ONE of the great contributions which Co-operative education has made to the enrichment of the community has been to foster groups of people wishing to engage in cultural and recreational activities. In some cases, they have been formed directly by Co-operators who find an expression for their desire for mutual activity by forming, say, a Co-operative choir. In other cases, groups have been started independently of the society and then found that the only body which is broad and tolerant enough to sponsor them is the Co-operative society.

In the organization of such groups, Education committees should operate the conditions given in Chapter 2, i.e. the groups should deal where possible, with 'things related to Co-operative experience and principles', and the members should be brought into a closer attachment to their Co-operative society.

The Organization of Choirs

One of the greatest deterrents to the formation of Co-operative choirs is that the project can prove to be a very costly undertaking. It is not so much the cost of the weekly rehearsals as the costs which invariably arise of transporting the choir to musical festivals and concerts. A substantial part, if not the whole, of these expenses should be borne by the members of the choir.

It is sometimes possible and advisable to register a choir as a choral class with the L.E.A. and, if this is accepted, the L.E.A. will usually pay the fees of the tutor (who is the choir conductor) and an accompanist; will provide a meeting place; and in some cases help towards the purchase of music. L.E.A.s are usually able to offer school premises for meeting and rehearsal purposes. It is not often that an L.E.A. will register a junior choir, since this section of the community is catered for in schools.

An adult choir should meet weekly, and from its own number elect a secretary who will conduct correspondence and collect subscriptions. Another member should be given the task of music librarian. For a junior choir these tasks should be the responsibility of adult volunteers provided by the Education committee. In some cases the accompanist is willing to undertake some of these tasks.

MAKING MEMBERS INTO CO-OPERATORS

The selection of conductor often decides the success or failure of the choir. An Education committee should not rely solely upon its own knowledge in all this, but should seek the advice of competent musicians. A good conductor not only satisfies the choir musically but is able to lead the choir as a fellowship and hold them together.

What age groups are the easiest to form into choirs? A society which has developed a large volume of choral work ranges from choirs starting at eight years to a choir for old age pensioners. In recent years there has been a fashion in girls' choirs and there is no doubt that they prove popular and attractive to both ear and eye. We would suggest that you choose one of the following groups and start with the one for which the Education committee can most easily find members:

Children's Choir (8 to 15 yrs.)	Senior Mixed Choir (16 yrs. and upwards)
Girls' Choir (15 to 22 yrs.)	
Women's Guild Choir	

The selection of works to be performed must be left to the conductor, but it is always advisable for him to bring the choir into consultation and, as far as possible, let them sing music which they enjoy. The Education committee should rarely interfere in the selection of works to be sung. There is sometimes a temptation to insist on the inclusion of works of 'social significance'. By all means bring such songs to the notice of the tutor, but no special pressure should be brought to bear for their inclusion. The choir should always include in its repertoire a few songs which extend the range of musical understanding both of singers and listeners.

Singing to Some Purpose

A choir needs to be always working towards a goal, either a concert or a competition, and it is usually regarded as the responsibility of the Education committee to provide the choir with these opportunities. There is a variety of social organizations which will welcome a concert, and the Education committee should seek out such bodies and make the necessary arrangements to render this service to them. Such bodies as hospitals, associations for the blind, old age pensioners and local churches spring to mind, whilst concerts for community associations and for neighbouring Co-operative societies should also be considered. When a choir enters for music festivals or eisteddfods, at all costs avoid a feeling of 'pot-hunting', for nothing can ruin a good choir quite so quickly as an over-developed competitive spirit.

The average society may have to meet a small loss on each concert it arranges. The main avenue of selling tickets is through the choir members, and, beyond those and the few taken by the

guild branches and other Co-operative bodies, very little outside support is to be expected. A society building up this type of work should resort to such devices as the issue of free tickets to deserving groups like the old age pensioners in order to ensure that the choir gets the encouragement of a large audience.

The 'Co-operative' element in a choir, as in most other cultural groups organized by the society, should be introduced naturally and when the occasion arises, rather than any attempt being made to force its development. Let the attachment of the choir to the Society and the use of the title 'Co-operative Choir' be sufficient in the first instance. Then, as the relationship between the choir and the society grows, so will its members progress from the sub-conscious co-operation they naturally enjoy as group members to conscious participation in the Co-operative movement. The choir members should receive information about the society's events, including Co-operative literature and the society's Report and Balance Sheet.

The Organization of Drama Groups

In spite of clashes of the artistic temperament, a drama group is an excellent form of co-operation on the part of actors, stage workers, electricians, handyman, etc.

To ensure a satisfactory recruitment to a new group is difficult. for the new members face a considerable amount of work before they can see the result of their labour. In the groups we investigated we were surprised to find so many school teachers and this may indicate a possible line of approach to groups seeking recruits. In an established group, the success of one production provides a factual example of what can be done, and a group gathers adherents as a consequence of its successes.

Once again it is possible to collaborate with the L.E.A. so that a group has a dual entity. It meets weekly as a class in Drama with Mr. Hamlet as the tutor, provided by the L.E.A. and the same people put on plays from time to time as the Co-operative Players with Mr. Hamlet as the producer.

Not many committees will be able to accept the total liability for its dramatic group, but, if the right relationship exists between Education committee and the group, then each can contribute according to an agreed budget. The Furnishing department of the society should not be overlooked as a source of supply for stage properties nor on the other hand should their generosity and reserves, be unduly exploited. A number of Co-operative departments can provide useful support if tackled in the right way.

A visit to the Harmony Hall Players revealed that they paid a subscription of sixpence each week, and during the winter they ran

MAKING MEMBERS INTO CO-OPERATORS

social activities to help raise funds. One of the difficulties encountered by this group was a dearth of men. This meant a choice of play limited to those with many parts for women. The first year is difficult to get through and it is hard to retain the membership because the group should spend the whole of that year learning drama techniques. But after the initial difficulties the next development is the production of one-act plays, and the full three-act play emerges probably only during the third year.

A drama group requires a secretary who undertakes all the arrangements of securing licences, paying royalties, booking the hall, etc., but in some cases these duties may fall upon the Education secretary.

The Harmony Hall Players reckon to do two plays each year, each performed for two evenings, and a one-act play for a drama festival. It charges only 2s. 6d. and 1s. 6d. for seats, and finds that it is very difficult to get a full house even at these low prices.

Affiliation to the British Drama League brings with it the right to borrow plays from its library. It is often convenient to borrow plays from the local public library. A number of plays of Co-operative and social significance are also available from the Co-operative Union.

The Organization of Film Societies

A film society caters for a specialized interest. Most people like to 'go to the pictures' and we enjoy a film usually on its merits as entertainment in accordance with our own personal tastes. Some people, however, are interested in the film as a medium of artistic expression and are concerned with the way it is composed, its photography, its history and all its technicalities. Through this interest they acquire a deeper insight than the ordinary filmgoer into what constitutes good and bad, and their critical faculties are sharpened by a thoughtful appraisal of films. They give special attention to films which have emerged through the years as classics or as showing landmarks in the development of film techniques.

The educational value of such a society is obvious and the mutual discussion and sharing of opinions which makes people discriminating and appreciative of better standards in films is a worthwhile Co-operative exercise.

How do you go about the formation of a film society? What will it cost? To answer these questions we refer the reader to a report about a Co-operative film society which appeared in issue No. 25 of the *Co-operative Education Bulletin*, which may be obtained from Stanford Hall.

It is advisable for film societies to affiliate to the British Film Institute (which carries with it the right to receive 25 per cent. discount on films hired from the National Film Library) and to the Federation of Film Societies: 35 Priory Road, Sheffield, 7. This latter body issues a booklet entitled 'Forming and Running a Film Society' (2s. 6d.) which is invaluable to any committee wishing to embark on this activity.

The Organization of Music Appreciation Groups

In the early days of radio many people thought that it would have the effect of doing away with gramophones. Instead, each year the sales of gramophone records rise, and more and more people pride themselves on their collection of 'good' records.

Although the music speaks for itself, there is no doubt that it is more enjoyable when listening is shared with friends who find similar responses to ourselves. Of course, the best recording in the world lacks the sense of occasion which thrills us when we sit in the concert hall to hear the same work, even though less brilliantly performed.

If a music society does not quite replace that sense of occasion, yet it does make another opportunity for like-minded people to get together and share their enjoyment, widen their understanding of music, and enhance their critical faculties.

Once again the L.E.A. can be called upon to grant-aid such a group, but experience shows that grant aid is more readily forthcoming when a music society has established itself and can show a regular attendance of interested members at the outset.

The ingredients for success are a comfortable room, a good record player (preferably of the high fidelity type) and a few enthusiasts. Even the most enthusiastic music lovers are reluctant to leave a warm fire on a winter's night to sit in a bleak chapel hall on hard wooden chairs.

Many public libraries now keep a gramophone record section and this is usually adequate for the needs of the society. The greatest number of records played, however, will usually come from the collections of members, and one popular programme item is for members to take turns to give an evening's concert, introducing each record and giving reasons for its inclusion.

Special evenings, at which guests are invited, may take the form of a 'live' concert instead of a recorded one. The artistes' fees may be heavy, for people who are used to hearing the world's best on the radio will not willingly accept amateurish performance. Sometimes a well known music critic or radio personality will deliver a lecture and it is usual to make this the occasion to attract a wider audience than the regular members.



CHAPTER 10

THE EDUCATION OF CONSUMERS

The movement's record as a consumer's organization. Responsibility for consumer education. Why consumer education is necessary. Guidance on taste and design. A course in consumer education designed for young couples. A course in consumer education for women. Services from the C.W.S. A study programme on 'Your Home'. Consumer education in the adult auxiliaries.

THE EDUCATION OF CONSUMERS

IN the early days of the movement the Rochdale principle of 'pure and unadulterated goods' was practical action for consumer protection. Along such lines, the Co-operative movement has a proud history for pioneering high standards in many commodities, an obvious recent example being that of clean milk where the movement established standards which were subsequently adopted throughout the milk trade and enforced by law. As the State introduced legislation to safeguard the quality and weight of commodities and gave protection through such provisions as the Weights and Measures Act and shop inspection, there seemed less need for the movement to take conscious action to inform and protect the members.

The Movement's Responsibility for Consumer Education

The Welfare State, full employment, increased production of consumer goods, rationalized buying of raw materials by large enterprises, advanced technology and improved processes in producing synthetics and substitutes, are among the things which have combined to make the housewives' choice today more important and more difficult. From the nature of its organization and the purposes it serves, the Co-operative movement is unique as an economic concern which can sincerely place the consumers' interests paramount, for, economically and socially it has no other reason for existence.

Here is an issue in which there can be no division between the trading side and the educational side of the movement, between its economics and its ethics. The next surge forward in Co-operative trade is more likely to arise from the provision of the right goods, attractively presented with the standard and type of service the customer wants, than it is from the 'divi' incentive.

For the Co-operator, this will mean the fuller exercise of all his democratic rights to ensure that Co-operative production 'delivers the goods' and that Co-operative distribution stands head and shoulders above its competitors. For the Co-operative educationist, it means the development of an entirely new sector in the field of education.

The Need for Consumer Education

Does the housewife need help in shopping? It is surprising how often even experienced shoppers are not sure about the goods they buy. A recent test conducted by the British Standards Institution was very revealing. Seventeen wives were able to say which was butter and which was margarine but thirty-seven could not. Thirty-three chose correctly a chicken for roasting, but sixteen selected a boiling bird. Given three samples of woollen material and told to pick the one made with pure wool, twenty-five were correct, five chose the 70 per cent. wool sample, and fourteen picked the sample which contained no wool at all! Even on nylons, a commodity which every woman may be expected to judge with keen discrimination, on a test for selection of denier and gauge, fifteen were right and thirteen were wrong!

The two essentials of wise buying are for a shopper to have accurate information about the quality and usefulness of the commodities being purchased and to have expert knowledge or guidance on taste and design.

Providing Accurate Information about Goods

One has only to look at the advertisements to see how little actual information is given about the advertisers' wares. All kinds of extravagant claims are made, but the appeal is frequently to the emotions rather than to the reasoning powers.

In Sweden, the Institute for Informative Labelling has laid down specifications which are obligatory on firms wishing to use the Institute's sign, and independent laboratory tests of random samples are made in order to maintain the truth of the labelling.

Similar quality marks are used in America, whilst a bulletin entitled 'Consumer Reports' not only reviews branded goods and gives ratings like 'Best Buy', 'Acceptable' and 'Non-acceptable' on a monthly basis, but once a year issues a Buying Guide which gives a very extensive coverage over a wide range of goods. The American Co-operative movement had a new approach to advertising when it determined to give fullest information about its products at the risk of seeming to play down their good points.

In Britain, the Good Housekeeping Institute and the British Standards Institution offer a service which is helpful to shoppers, but neither service is comprehensive and the help that they can give is necessarily limited. However, development by these agencies and others is still continuing.

The Co-operative Party pioneered a way forward by its advocacy of a Ministry of Consumer Welfare, and it may be partly a job of

Co-operative Education committees to get the ideas inherent in this project known and discussed. There are possibilities for adjustment and amendment to the original proposals and it would be helpful if our representatives in Parliament could look to an informed Co-operative opinion to help shape the ultimate plans.

Guidance on Taste and Design

An approach to the second requirement, the need to give guidance on taste and design, has been made by the Co-operative Union in publishing the two discussion booklets 'Design and our Homes' and 'Colour and Pattern in Your Home'. With these two projects, the Co-operative Union had the valued help of the Council of Industrial Design, a body which is State supported and which has done, and is doing, a great work in seeking to raise or establish higher standards of design in the productions of British industry. The onus for making successful use of the booklets rests on Co-operative Education committees.

A programme of consumer education should seek to give its participants assistance in judging the quality of most articles likely to be bought from the weekly housekeeping allowance. Especially should it release people from the position where they use price as the only criterion of value. In easily understood terms and in accord with the mode of living of the persons participating, it should demonstrate why certain characteristics or combinations of characteristics are judged as being in good taste or bad taste by those who have made a study of such things. It should have due regard for economy and for the standard of living possible for most of the people. We cannot all afford a Rolls Royce—even if it is in impeccable taste and of the highest quality. We shall, however, if our purse extends so far, be interested in the value and design characteristics of the 'popular' car. So with all our purchases, we should seek the best we can afford and with an earlier William Morris say we will have nothing in our home (or elsewhere where we are able to influence the design) except that 'which we know to be good and believe to be beautiful'. Any programme should permit of demonstrations over the range of goods being studied to enable participants to know the snags to look for when judging the fitness of an article for its purpose.

Food, clothes, homes—these are the focal points of consumer education.

Let us look at the way in which consumer education has been tackled in two Co-operative societies.

CO-OPERATIVE EDUCATION

A Course Designed for Young Couples

One society decided to start by an approach to young people—those about to be married or who were still building their homes—and an account of a course which was organized under the title of ‘Your Home’ appears in *Education Bulletin* No. 27.

The course succeeded in attracting the section of the community at which it was aimed, and of the 53 students who enrolled, only four were not in the category of ‘the young marrieds or engageds’. An examination of the attendance figures showed that the most popular evening was one which dealt with ‘The Home: Purchase and Payment’ whilst the least attractive was one dealing with accidents in the home.

A Course in Consumer Education for Women

Another society made a completely different approach. ‘The consumer is the housewife’, said the Education secretary, ‘and the programme is aimed at women of all ages. From the women’s viewpoint the home has the dual function of being a workshop and a place to live in. For this reason, we cannot isolate the woman as a consumer, but must treat the home as a whole.’

At the centre of the programme was a series of afternoon meetings for women. This society had already perfected the techniques of such meetings. The invitations to the first Women’s Social Afternoon were accepted by nearly 300 women and the attendance at the subsequent monthly meetings kept near the original figure.

Lectures were given in series of threes. Some highlights in the programme were: the woman in her role as a mother interested in her children’s welfare (so one series was given by experts drawn from the Child Psychiatry Department and the Education Department of the local authority); a lecture on the 11-plus examination (which excited considerable interest in the town); the woman as a wife interested in the human relationships within the home—(a series of three lectures by the Marriage Guidance Council covered many points of interest in this field); the woman as a shopper (catered for by a team of departmental managers of the society, who gave hints on Christmas shopping and sales); the C.W.S. supplied a series of three interesting film afternoons entitled ‘Women’s Hour (and a Half)’; a cookery demonstration; and a film afternoon provided by the Co-operative Travel Service which brought the sunshine of summer holidays into a rather bleak January afternoon.

The theme ‘Colour and Pattern in Your Home’ was taken up by the Hardware department which, instead of just putting a poster in

the window had its complete window display linking up the Women's Social Afternoon with the sale of C.W.S. paint. A similar approach was made by the Furniture department when the programme on furniture and fabrics took place.

Another attraction was the inclusion within the programme of famous women celebrities and writers in the popular women's magazines—many obtained through the good offices of *Reynolds News*.

The Women's Social Afternoon provided a base from which classes were formed for the women who wish to pursue a subject further than is possible with an audience of 300. During the afternoon on colour and pattern, for example, a list was passed round which invited people to enrol for a series of six weekly lectures on design in the home. Twenty-two women enrolled and completed the course.

Cordial relations exist with the guild branches, and their meetings were advertised at each Women's Social Afternoon, but in the main the audience was composed of non-guildswomen and a fresh stream of women came into contact with the movement.

A list of organizations which may provide speakers or services for similar schemes to the one mentioned may be obtained from the Co-operative Union Education Department.

Services from the C.W.S.

As mentioned elsewhere in this book, the C.W.S. services should be arranged through the chief officer of the society. The travel service show lasts for nearly 2½ hours and a travel hostess is usually available to answer questions and advise members about their holiday bookings. The C.T.S. have about forty colour films available and when booking the show it is helpful if the Education secretary indicates the places in which he feels the audience would be most interested—holidays in England, the Continent, cruises in the Mediterranean and so on. Bookings of this service for January and February are particularly heavy and in consequence early reservations are necessary.

A Study Programme of 'Your Home'

Another interesting example of consumer education was introduced by a Co-operative society in the Midlands with an attractive booklet containing information about its consumer education service.

CO-OPERATIVE EDUCATION

This particular programme was spread over eight months, starting in September with a central lecture in the theatre of the College of Arts and Crafts.

This was followed in October by lectures on 'Designing a Home' given to guild branches, and visitors were invited to attend. The same technique was applied for the next three months as follows:

November	COOKING IN THE HOME Lecturers from the Gas Board
December	SAFETY IN THE HOME Lecturers from Home Safety Committee
January	FILM SHOWS 'Home and School' 'Your Children's Play' 'Designing Women' 'Playing with Fire' 'Made by Design' 'Your Children's Meals'

In February the course was confined to a single lecture at the Central Co-operative Hall on 'Furniture in the Home'. In March the lecture was on 'Children in the Home', given by a tutor from the Nursery Nurses' Training Centre, and lecturers visited guild branches as in November-January.

The final event in April was again given centrally and consisted of 'Any Questions' to the panel of lecturers. Admission to the first and last lectures of the course was limited, and 'strictly by TICKET ONLY'.

During the course, six parties, twenty-five persons in each party, were conducted round the College of Arts and Crafts to see the designing and printing of textiles, and to view examples of pottery, furniture and other domestic items.

Consumer Education in the Guild Branches

The British Standards Institution keeps close contact with the Women's Guild and, from time to time, the guild members give guidance on matters referred to them by that body. The Market Research Department of the C.W.S. also uses guildswomen to ascertain consumer reactions. The introduction of consumer education into the local guild programme is often dependent mainly on the

kind of service provided by the Education committee. Lecture courses on design, furnishing, colour and pattern have been offered to local guilds and in many cases proved very successful.

In addition to the younger guildswoman, it is necessary to cater for the older members who have had their homes for a number of years and are unlikely to introduce radical changes in them. The kind of lecture which has proved popular in some guild branches is one which deals with making the best of an old-fashioned home and gives practical hints for its rejuvenation with due regard to economy.

Good lecturers on design and artistic appreciation to guide consumer choice are not easy to find. A useful source of supply may be the local art school but Education committees would do well to look at the teachers who take art as their special subject in secondary modern schools, for such persons are often experienced in explaining artistic matters in everyday terms to non-specialist youngsters. People who teach art to artists and the artistically inclined are sometimes a little removed from the workaday world of the average Co-operative member.



CHAPTER II

STAFF EDUCATION AND TRAINING

Short Courses

Systems of committee responsibility. Planning for staff education. Induction and initiation courses; specimen syllabus. Guiding the student. Raising standards of Co-operative salesmanship. The short practical course. Possible expansion of new techniques. The cost of short courses.

STAFF EDUCATION AND TRAINING

Short Courses

THE Co-operative movement can claim 'infinite variety' when referring to systems of organization within it. Staff training is no exception and local traditions and conditions have led to differing systems of control. Whatever form the machinery takes, *there must be concerted action on the part of both the trading and education committees.* The greater the share of responsibility which rests on the Education committee, then the greater is the need to receive the support of the Board of Directors for every step taken in connection with the staff. It is not sufficient for the Board of Directors to 'leave it to the Education committee'; the Board of Directors must be in the picture the whole of the time.

The third group of partners to be kept in active participation is composed of the senior officials of the society.

There are numerous devices to bring these three elements, Education committee, Board of Directors and officials into a working relationship. Here are several known patterns. Progress Society has a Staff Training Council consisting of three Board of Director members, three Education committee members, the Chief Executive Officer, the Dry Goods Manager and the Grocery Manager. Advanced Society has a sub-committee of the Board of Directors responsible for all personnel matters, including staff training, and the responsible officer is the manager of the Personnel department. Forward Society has a full-time Education secretary who is the responsible officer for staff training and the Education committee controls the work. The Vanguard Society leaves the whole of its staff training to its Departmental Managers' Council, which prepares a budget met in the main by the Board of Directors, but to which the Education committee contributes.

Planning for Staff Education

In preparing a plan for staff training, from the moment of its conception, senior executives should participate. The purpose of training is partly to give satisfaction to the employee: to satisfy him in his daily work and, in part, in his leisure time, so that a worthwhile job is available to a worthwhile man; to satisfy him by enabling

him to perfect the art of his association with his customers; to satisfy his sense of service; to help him satisfy his ambitions and develop to the full his potentialities for organization and leadership.

For these purposes, educational provision must cover the four requirements given in chapter two—initiation, development of necessary skills, education for responsibility and refresher courses.

The Impact of a New Scheme

Few societies open a new shop without having some kind of ceremony which will draw the attention of the public to the fact that a new service now exists and should be used. A new training scheme should be dealt with in the same way. When the details have been thoroughly hammered out by the responsible committee, a due date should be fixed on which an inauguration of the scheme will take place with full publicity. The employees need to be impressed and informed and they judge the importance of the scheme by the interest shown by the senior officials and Board of Directors.

Induction and Initiation

These two words are almost synonymous but they may be used to describe two quite different functions when applied to Co-operative employment. It would be very neat and tidy if at regular intervals a society had an intake of a number of juniors all arriving on the same day, but enrolment in the society's service is very irregular. This week one boy starts in the butchery, two weeks later, perhaps, one starts in the outfitting. Even in the large societies where there may be a weekly intake of new staff, these are scattered over the wide area of the society and over the many trades which the society pursues.

In these circumstances, it is inevitable that a new employee starting work has to wait perhaps several weeks or longer before there are sufficient juniors in his own society or who can be gathered from neighbouring societies to provide a formal initiation course. For this reason it is suggested that an induction procedure be followed when employment commences to make sure there is a correct start but, with the understanding that, if at all possible, and within six months a full initiation course will be given. Here is a possible induction programme for the first day:

- | | |
|-----------|---|
| 9 a.m. | Interview with Education secretary or senior official |
| 9.30 a.m. | Visit to the various departments of Head Office, including the check office |

SHORT COURSES

10 a.m.	Interview with the Chief Official
10.15 a.m.	Break
10.30 a.m.	Visit to the dairy
11.30 a.m.	Visit to the bakery
	LUNCH
2 p.m.	Interview with the Departmental manager and visits, explanations, etc., on the overall operation of the department.
3 p.m.	Visit to warehouse
4 p.m.	Report to Branch manager.

The object of the course is to convey to the young person an appreciation of the importance of the occasion, of the value the society places on his services and the possibilities of a really worthwhile job.

The Initiation Course

The organization of a full initiation course is dependent upon sufficient numbers and may be organized by a single society or by a group of societies. It will be explained to the participants that this course does not involve 'going back to school', but that it is part of the job. No soldier thinks it childish to be 'sent on a course' and the youngster should be given an adult approach to his initiation course. Twelve is about the minimum number and twenty the maximum. The more normal duration is from three full days to one week.

Residential courses have sometimes been on a district basis, which started at lunchtime on Monday and finished with Wednesday lunch. These were very intensive and it was only possible to cover the ground because of the advantages given by residential conditions.

Anticipate the very real difficulty of obtaining the release of juniors. The Branch manager is never overstaffed and to lose even his most junior member means extra work all round in the shop. The maximum notice must be given so that satisfactory alternative arrangements can be made at shop level.

The best arrangement of the instruction room is in the form of a horseshoe table, with name cards in front of each participant. Many board rooms are ideal for this purpose.

Here is a possible programme for a four-day course—a useful and appropriate period enabling the participants to get back to their shops in time for the week-end rush.

STAFF EDUCATION AND TRAINING

Initiation Course Programme

<i>Time</i>	<i>Subject</i>	<i>Suggestions for Lecturer</i>
Monday		
9 a.m.	Introduction and welcome by President of the society	The President
9.30 a.m.	Explanation of the course	Director of the course
10.15 a.m.	Break	
10.30 a.m.	How to get on top of your job	Director of the course
11.15 a.m.	How to get on top of your job (Practical hints)	Branch Manager, Chief Clerk, Dairy Manager. Divide into groups according to needs
12 noon	<i>Film:</i> (As appropriate, a film on human relations)	
	Lunch	
2 p.m.	Hygiene: Personal and in the shop	Chief Sanitary Inspector
2.40 p.m.	<i>Film:</i> 'Another Case of Food Poisoning'	
3.20 p.m.	Break	
3.30 p.m.	Do's and Don'ts in the preparation of climax checks (filmstrip aided)	Chief Clerk
4.15 p.m.	Practical exercises	
Tuesday		
9 a.m. to 12.30 p.m.	Visit to the central premises, dairy, bakery, laundry, warehouse, etc. The trainee to be given an overall picture of the society's trading	Director of the course
	Lunch	
2 p.m.	Weights and measures. Use and care. Legal requirements	Officer from Weights and Measures Office
2.40 p.m.	Weights and measures. Practical hints, demonstration and practice	
3.20 p.m.	Break	
3.30 p.m.	How to use the Telephone	G.P.O. Telephone Officer
4.10 p.m.	Telephone practice with tape-recorder playbacks	As above
4.45 p.m.	<i>Film:</i> 'Co-operation'	
Wednesday		
9 a.m.	The Co-operative Movement To-day (filmstrip)	Director of the course
9.45 a.m.	<i>Film:</i> 'Men of Rochdale'	
10.30 a.m.	Break	
10.45 a.m.	How your society began and milestones in its progress	Director of the course
11.30 a.m.	The structure of the society	A Committee Member
	Lunch	
2 p.m.	The customer: giving good service	Departmental Manager or Shops Inspector

SHORT COURSES

<i>Time</i>	<i>Subject</i>	<i>Suggestions for Lecturer</i>
2.40 p.m.	<i>Film:</i>	
3.20 p.m.	Break	
3.30 p.m.	The customer: selling Co-operative goods	C.W.S. Representative,
4.10 p.m.	The awkward customer	Departmental Manager or Shops Inspector
4.30 p.m.	<i>Film:</i> 'Boot and Shoe Salesman-ship'	
Thursday		
9 a.m.	My Job	General Manager
9.45 a.m.	The work of the Education department	Education Secretary
10.30 a.m.	Break	
10.45 a.m.	Co-operation is international	Director of the course
11.30 a.m.	Films to illustrate international movement	International Co-operative Alliance
	Lunch	
2 p.m.	Interviews with each student individually by Director of the course. Written work during rest of period	
3.15 p.m.	Break	
3.30 p.m.	Any Questions?	<i>Questionmaster:</i> Director of the course. <i>Panel:</i> Departmental Manager, President, Shops Inspector, U.S.D.A.W. representative
4.45 p.m.	Concluding address by the Director of the course	

In this programme, the subjects for the Wednesday afternoon session need to be adapted according to the jobs of the participants, and if there are sufficient to form groups the course should be divided so that each can deal with practical aspects of their work.

The last afternoon is particularly important. In the first session the director of the course would seek to guide the students on their personal problems and on the ways in which they can continue their studies. The final address would be 'inspirational' to lead them towards a better appreciation of the meaning of Co-operation as well as to becoming efficient employees.

Short Practical Courses

The point has been made that in an over-all scheme for employees' education there will be points of emphasis. Such a point is made more obvious when we face the reality that only a minority of employees will desire to undertake long term provisions. These,

generally speaking, are the employees who wish to make a career and to hold responsible positions in retail distribution. The great majority will limit their interest and will be content to do a satisfying job of work for a satisfying wage under reasonable conditions. They nonetheless need training in techniques to enable them to do their job as efficiently as possible and so achieve the absolute mastery of the day-to-day techniques of their job.

The staffing position in recent years has changed considerably from the earlier days of the movement. That change demands commensurate changes in our educational provision to service the new situation. The reduction of hours of work, the rapid labour turnover, the difficulty of recruiting juniors, the employment of married women and female staffs generally, and part-time labour, have all contributed to the present staffing situation.

The need for training in sales techniques has become greater in a situation where the Branch manager and his immediate assistants have less time to undertake this work. Progressive firms in private trade have recognized the need for staff training and many have provided training schemes which, in spite of the large sums spent on them, have repaid that investment time and time again.

One part-answer to present problems of selling has been found in the institution of self-service stores. This development is likely to be extended both in number of shops and the types of trade to be covered. Both self-service and counter service which will continue for many years to come, will continue to call for high efficiency and selling responsibility from the salesman—and woman. The movement will be able to improve its sales figures only if salesmen are competent in their work, understand the significance of Co-operative organization and work together as an effective team—in short, provide a service equal to or surpassing the best.

A great responsibility for raising Co-operative standards rests with the local committee responsible for staff education. There are several ways of providing the necessary training, but—only the local committee can institute them. The way to do it? The first step is to cease being satisfied with the seemingly valid excuses we can all find; the second to resolve to make training an integral part of our staff policy and then, in consultation with our own officials, and with the help of the Co-operative Union, make decisions which, when implemented, will make excuses unnecessary.

SHORT COURSES

Practical Courses for Salesmen

One scheme of training which is serviced to the full by the Co-operative Union Education Department has become known under the title of 'member-service'. Its full and very descriptive title is 'Short Practical Courses in Member-Service'.

The course is short—three-and-a-half days—and is taken from Monday to Thursday in one week. It is practical—designed to pinpoint instruction on the day-to-day techniques of selling. Theoretical considerations are reduced to a minimum and the method of teaching employed is largely that of demonstration by the instructor and practice by the trainees. It emphasizes the importance of the member in the Co-operative organization and includes references to the aims and purposes of the movement. It gives the trainee the groundwork to make him or her a first class salesman who appreciates his or her place as a member of a team able to give customers the kind of service which improves sales and makes the shopping at the Co-operative stores as good as any in the town.

The pattern of the course is such that it can be adapted to all selling departments of a society.

The objects of the course are to secure increased sales, to emphasize ways of ensuring proper care of stock and to secure development of Co-operative loyalty. The syllabus deals primarily with the art of selling. Considerable time is spent in practical work and demonstrations. Definite suggestions are made of ways in which the course can be applied in the local shop and of the physical arrangements which need to be made. The provision of instructors, and schemes to increase their numbers, the conditions of their service and the part played by the Sectional Education Officer are further matters included in special publicity matter which the Education Department of the Co-operative Union will be prepared to supply.

Expansion of this Training Technique

During the few years this scheme has been in operation, several thousand employees have received training and, in the process, the movement has acquired considerable experience in applying what is, in fact, a new technique in Co-operative staff training. The first application of these courses was confined to the Grocery department and then extended to cover Dry goods employees. It is proposed to carry forward further developments of this approach to cover the rank and file employees of other departments, and also to impart and improve skills needed in posts of responsibility.

STAFF EDUCATION AND TRAINING

The extent to which short practical courses have become an established part of staff training is revealed in the relatively high target figure included in 'A Plan and a Challenge'. It is emphasized that these figures were arrived at by averaging the actual achievements of societies in this work. They were:

- (a) for societies with a membership of 20,000 and more: one student for every seven distributive workers;
- (b) for societies with a membership of from 10-20,000: the even higher figure of one student for every five distributive employees.

Societies should realize that staff education does not mean only 'teaching the youngsters'. Perhaps the most important section of Co-operative employment is the middle section of branch managers, section heads and supervisors. These officers need to grow with the job and to have contact with others doing similar work, if stagnation is to be avoided. They also require guidance on the many problems of human relations with which they have to deal.

A short practical course specially devised to meet the needs of newly appointed branch managers in grocery departments is now offered regularly by the Co-operative Union Education Department. The courses are residential, are of two weeks' duration and the aim is described as 'To give basic training in essential problems and techniques to enable a branch manager to undertake full responsibility for a branch with confidence, using good methods of management designed to achieve maximum sales and minimum leakage within a Co-operative setting.'

Further short practical courses are offered by the Co-operative Union for assistants on the provision side of the grocery shop. These are of one day's duration.

The Co-operative Union now has a national staff available to visit societies to conduct short practical courses. From time to time, the national staff also conduct training courses for potential instructors in member-service and provisions courses for service in local societies.

Cost of Short Courses

The question of costs weighs heavily when societies are considering the various short courses mentioned in this chapter. The question is not, however, 'can the Society afford it?' but 'can the Society afford *not* to improve service and increase sales?'

When a new shop is erected, the Board of Directors will normally employ the best architectural skill, the best builders and the very best

SHORT COURSES

materials. The most modern equipment is purchased and buyers carefully stock the shop with the best goods. There is rarely any question about spending large sums of money on advertising it. Having done so much for the physical needs, is it not equally wise to spend the same care, attention and money on the people who do the actual selling? There is no better publicity than good service and money spent on short courses of training to this end is money well spent.

National Trade Courses

The Co-operative Union arranges trades courses on a national basis from time to time. These are often for employees at senior level and committees should watch for the announcements of these courses and secure representation. Butchery, bakery, boot and shoe trade, milk trade, publicity, transport and dry goods are among the special departments which have been catered for by these courses.

Such courses secure a pooling of experience and exchange of ideas which improves the trading services given by societies and raises standards to a higher level throughout the movement.



CHAPTER 12

STAFF EDUCATION AND TRAINING

Education for Responsibility

Guiding the student. Correspondence courses. Classes. Incentive awards. Teaching the local teachers. Subjects for study. Day release classes. Provision of books and materials. Arrangements for examinations. The Co-operative College. Refresher Courses.

STAFF EDUCATION AND TRAINING

Education for Responsibility

CO-OPERATIVE employees who wish to make a career in the movement and secure promotion *must study*. During the early stages of employment in the society, especially during short term courses, those likely to fill positions of responsibility and who have the ability needed, should be selected for special attention by the committee responsible for staff education.

In maintaining contact with these candidates for higher posts, there should be the closest possible collaboration with the employee's immediate professional superior. During the early years of their employment these employees should be engaged in sustained studies, either in local classes or through correspondence courses.

One of the difficulties of recruiting the right type of employee for study and promotion purposes is the large turnover of staff in Co-operative employment (a condition which is found widely in the retail trade), coupled with the incidence of National Service. This situation calls for infinite patience on the part of the committee. To overcome it, is one of the contributions towards higher standards of Co-operative service which will attract and retain good employees.

What are the local targets for recruitment in this field of activity? Again we refer to the average achievements of societies undertaking this activity as revealed in 'A Plan and a Challenge'. They are:

- (a) for societies with a membership of 20,000 and more: one student taking a long-term course of the Co-operative Union for every twenty-five distributive employees;
- (b) for societies with a membership of 10-20,000: one student for every thirty-six distributive employees.

Contact should be maintained with employees on National Service who intend to return to the society, and if studies can be continued during that period by correspondence courses, considerable time is saved after returning to employment.

STAFF EDUCATION AND TRAINING

Correspondence Courses

The committee must do more than make the offer and pay the bill for correspondence courses. So many societies have done just this and found themselves like the lady who took her harp to a party, but nobody asked her to play! The offer must be made attractively and with the full support of the chief officer. The Co-operative Union provides persuasive leaflets from time to time, and a good use of these is to enclose them in pay packets. Follow this with a letter from the chief officer to all branch managers, asking them to forward names of the interested employees. One society has found that a letter to each employee with a reply slip which has to be returned in any event to the General Manager has been very effective. There is a reluctance to sign a statement which says in effect 'not interested in studies or promotion'.

The next step is to fix two or three evenings early in September as enrolment evenings. Some societies arrange a meeting of all employees who have signified interest at which explanation is made both of correspondence and class provisions before taking the names.

The people who are taking the enrolments must be thoroughly conversant with the Co-operative Union Prospectus and be able to guide the student to select subjects within his capacity and in logical sequence. This often means persuading students not to bite off more than they can chew. Few students will give more than two evenings a week, and the student who allows for the natural leisure time preoccupations of cinema, T.V., sport or dancing is more likely to reach the end of his studies.

Meetings of Correspondence Students

The committee should arrange perhaps four meetings each tutorial session for all its correspondence course students, one in October, one just before the Christmas rush, one immediately after Christmas and one just prior to the examinations. These should take the form of questions to teachers or experienced employees and discussion on points of interest rather than a lecture. A period should be allowed for each student to be interviewed and given encouragement. In most sections, the Sectional Education Officer arranges tutorial sessions for correspondence students, often just prior to the examinations, and local committees should facilitate attendance by their own students whenever possible.

A fairly common practice regarding correspondence course fees is for these to be paid initially by the student but for the amount to be

refunded by the society if the student completes the course. In other cases, the society may pay the correspondence course fee without requiring 'guarantees' from the student. Examination fees are usually met by the society. There is one other 'must' for Education committees. The committee must give each student a copy of the C.U. leaflet called 'Making the Most of your Course'. A careful perusal of this by the student can save him considerable effort in his studies.

Continuous Studies in Classes

The main lines of approach are the same whether we are organizing classes for members or for employees but there are certain advantages in the employee section which should be exploited to the full.

With employee students, the greatest incentive remains that of possible promotion. Societies with a high enrolment out of the total staff have built up a tradition of promotion through studies which is recognized by every employee. It is not only that full publicity is given to the usual statement that

'when considering applicants for promotion, other things being equal, preference will be given to those holding the appropriate educational certificates and diplomas'.

It is even more important that this is made obvious day-in and day-out throughout the year. In the staff journal, for example, announcements never appear like this:

'Mr. Smith of the Castle Branch has been appointed as Branch Manager of the High Street Branch'.

They always appear like this:

'Mr. Smith, who distinguished himself by gaining the Co-operative Union's Branch Managers' Group Certificate and has already three certificates towards the Group Certificate for the Departmental Manager's course, has been appointed. . .'

A number of societies offer cash awards as an additional incentive to study, and many favour a lump sum payment rather than a bonus on wages. The Co-operative Congress adopted the following scale for recommendation to local societies in 1955.

'To make monetary awards as follows to employees securing Co-operative Union Certificates:

STAFF EDUCATION AND TRAINING

	£	s.	d.
Pass with Distinction	1	0	0
First Class Pass	15	0	
Pass	12	6	

together with an additional lump sum when the student completes all the examinations in the group certificates and diplomas as follows:

	£	s.	d.
SALESMANSHIP AND MANAGEMENT			
Certificate in Salesmanship (four subjects)	7	10	0
Certificate in Branch Management (five subjects)	15	0	0
Certificate in Departmental Management (five subjects)	20	0	0
Diploma in Co-operative Management (six subjects)	25	0	0
CLERICAL WORK AND SECRETARYSHIP			
Certificate in Commerce (five subjects)	15	0	0
Co-operative Secretaries' Diploma, Intermediate (seven subjects)	20	0	0
Co-operative Secretaries' Diploma, Final (seven subjects)	25	0	0

Advice on current schemes may be obtained by writing to the Education Department of the Co-operative Union.

Teaching the Teachers

One of the problems which many societies have to face is the shortage of technical teachers. Within the society's employ there may be persons who are expert themselves in doing a job but who, because of lack of training and teaching experience, are unable to convey what they know to others. Experience has shown that, once a little training is given, many of these people make first-class teachers.

In the larger societies, it may be possible to get a sufficient number to form a class to teach the teachers. Generally, however, other arrangements are necessary.

This is a case for joint action and the example provided by one District council is worth consideration. At a week-end school organized jointly with the County Education committee, sixteen Co-operative societies were invited to send trainees and this resulted in an attendance of nineteen persons. The societies paid for over-night accommodation and meals and that was the extent of the Co-operative contribution. The County Council provided a teachers' training college principal, lecturers and the lecture rooms. The syllabus was compiled jointly and the main theme was methods of teaching.

Among its annual provisions for summer courses, the Co-operative Union normally provides a one-week refresher and training course for teachers of Co-operative classes.

Subjects for Study

Should training for responsibility take place in the society's time or in the evenings? In modern practice many classes take place in working time. Where it is possible to fit studies into the working time this is advisable, and a sympathetic management can often find slack times in the working week when this proves possible. With all cases of 'time off' there are practical and technical repercussions on the colleagues and on the supervisors of the person concerned. The effect of these can be minimised in many cases by proper explanation, understanding and allowances on the part of head office.

Most staff training committees have to deal with two types of classes—those which they organize themselves and those organized by the local technical college, evening institute or other competent trade organization. An Education committee should be fully informed on the technical classes which are available within the Society's area.

A list of bodies which offer technical syllabuses of interest to Co-operative employees appears at the end of the annual Prospectus of the Education Department of the Co-operative Union.

In providing for subjects, the committee must be guided by the demand and where sufficient students are available, a class is preferable to postal tuition. The Co-operative Union Prospectus is a mine of information and, in using it, an adviser of studies may find that the starting point on subject selection is to be found at the part

STAFF EDUCATION AND TRAINING

which gives a grouping of subjects for certificates and diplomas. When the student has decided his goal, then the adviser is able to go into details and work out times (not forgetting to allow for National Service if applicable) so that studies are proceeded with according to plan.

It is sometimes a good idea to take during the summer the subjects for which there is a summer correspondence course, thereby using more profitably the time available for winter study.

Day Release Classes

One of the provisions of the 1944 Education Act, which was acclaimed by all who wished to see an improvement in the education of the younger generation, was the proposed introduction of compulsory attendance at county colleges for a period equivalent to one day a week of all boys and girls under the age of 18, not still at school. Like the day continuation schools of a previous Act, the implementation of the scheme has fallen far short of its aims.

There are difficulties, of course, in releasing junior employees for one day or two half-days a week. Nevertheless, the Co-operative movement fails to support its own advocacy and its history of educational pioneering if it does not operate within its own organization the full provisions of the Education Act concerning county colleges. This calls for an active participation jointly with the L.E.A. in framing the courses which Co-operative employees should pursue. At the present time about one hundred societies have such schemes. A passive willingness to release juniors for an existing provision is not enough—sometimes there is no existing provision unless we press for it.

The day release class should be linked to induction and initiation courses and to further studies for promotion wherever possible. The Act permits of a wide interpretation of the term 'vocational subjects' and this should be used to include subjects which will be needed to gain Co-operative Union qualifications. The Co-operative Union Prospectus contains useful advice on the selection of subjects.

Before discussing these subjects with the L.E.A., the extended syllabuses should be obtained from Stanford Hall, for it may be necessary to make adaptations to conform with local conditions. The services of the Sectional Education Officer should be used in any negotiations with the L.E.A.

EDUCATION FOR RESPONSIBILITY

Where a number of Co-operative societies are grouped fairly closely, a joint scheme offers more scope for successful and economic organization than does a scheme of one society. This is a matter for discussion by the Co-operative Union District Council. What action should a Co-operative Education committee take?

- (a) Find out the facts about the number of employees under the age of 18.
- (b) Find out the provisions already in existence for day release classes by consulting the L.E.A.
- (c) Examine the possibilities of a joint scheme with neighbouring societies.
- (d) Prepare a scheme with the aid of the Sectional Education Officer and the chief officials.
- (e) Use the best method, according to your local circumstances, to get the sanction of the Boards of Directors for the implementation of the scheme.

Provision of Text Books

The committee should supply students with working materials, e.g., paper with bookkeeping rulings, etc., and also arrange a supply of textbooks.

Some societies which have been doing class work over a period of years, have built up their own libraries and can lend students most of the textbooks which are required. It is preferable, however, for students to possess their own textbooks, which then remain with them for reference whenever needed. The common practice seems to be that educational funds subsidize the purchase of approved books up to 50 per cent. of the cost.

The Arrangements for Examinations

The local Education committee is usually required to make arrangements for the Co-operative Union examinations in respect of their own students, often in collaboration with the L.E.A. Definite centres are, however, arranged on a sectional basis for certain advanced examinations. The Co-operative Union issues full instructions which have to be followed regarding the conduct of examinations and a list of the dates and times when they are to be held.

For the examinations in salesmanship and in display, practical tests have to be taken, arranged by the Education Department's

officers. The Education committee sometimes assists in these arrangements by ensuring facilities in the society's shops.

The student is notified by post of the result, but the committee will be failing in its responsibility if it does not show some interest in the outcome. This involves both the giving of recognition of achievement and encouragement to continue in the face of failure. Where the society has sufficient candidates to warrant it, an official function should be arranged as a rally for the students for the distribution of the certificates, using the occasion also as an enrolment meeting for the coming session.

The Co-operative College

Co-operators own a college, offering both technical and social studies at the more advanced levels. It is the responsibility of the Education committees of local societies to see that the College services are known and used to the fullest extent. Some of the Co-operative College facilities should be considered as part of the local staff training scheme. It means that the apex of the local scheme is geographically separated from the rest of the work but that separation should be confined to the geographical.

The committee should encourage some of its students to aspire to attend at least one session (which lasts from October to June and is divided into three terms) and in advising students on their studies, should regard the College period as the culmination of the earlier stages of study.

The ideal approach to getting technical students to take advantage of the College is for the society to anticipate its need for executive staff by planning in advance. Instead of waiting for a senior post to become vacant before selecting a successor, a progressive society will groom likely 'trainee managers' and thus ensure continuity of trading policies and development programmes. In such cases the Board of Directors will select the 'manager designate' and see that in the next few years he gains both the essential practical experience within the society and the necessary academic knowledge by study culminating in a College session at Stanford Hall. The place of the College in the scheme of Co-operative education is fully discussed in Chapter 15.

Refresher Courses

Each year the Education Department plans a series of courses of refresher type, usually held in the summer months, for officials,

EDUCATION FOR RESPONSIBILITY

employee students of merit, teachers of local classes, etc., many taking place at the Co-operative College. In each section also, the Sectional Education Council plan a wide variety of short refresher type courses, many of which are residential and cater for the needs of departmental officials, section heads, and specialist employee groups. The programmes vary from time to time in accordance with needs.



CHAPTER 13

TOMORROW'S LEADERS

The Co-operative Youth Movement

The aims of the Co-operative Youth Movement (C.Y.M.). The Co-operative character of the objects. The pattern of the C.Y.M. age groups. Accommodation. Leaders. Committee responsibility for leadership training. Payment of leaders. Planning C.Y.M. development. The relationship of the Education committee to the groups. The C.Y.M. and democratic practices. Relationship between C.Y.M. and L.E.A. Affiliations of C.Y.M. at home and abroad. The cost of C.Y.M. work. Summer holiday courses. The approach to parents.

TOMORROW'S LEADERS

The Co-operative Youth Movement

Is it ever possible to codify the aims of a living organism, especially when it consists of age groups which are themselves rapidly changing? The Co-operative Youth Movement (C.Y.M.) is a national body, and therefore it must have a common framework (if only a minimum one) for all its constituent groups. Its aims have been laid down in these terms: 'By progressive stages, to give the individual opportunities for self-development and expression so that he or she may learn to live in community and be able fully to share in, and contribute to, the common inheritance'. This aim could be accepted by many other movements, but the objects clearly reveal the Co-operative character of the organization. These are:

- (a) To provide a common framework for educational, social, and recreational work with young people in the Co-operative movement.
- (b) By application of the experience, the principles and the resources of the Co-operative movement to assist the individual to develop, in fellowship with others, his qualities of personality and character, and to take his rightful place as a responsible member of a democratic community.
- (c) In particular *to teach* the social significance of Co-operation as a way of living.

What is the responsibility of an Education committee regarding the objects? Its main concern, inevitably, will be with the very difficult task outlined in (c). To teach, there must be teachers. In addition to being a good teacher, the group leader will need to be a sincere Co-operator who, himself imbued with the philosophy of the movement, can pass it on to those who follow him, by the example he sets. The leadership of the young is a specialist task for which a committee may find they have to appoint people who are more qualified to deal with youngsters, as such, than they are qualified to teach Co-operation as a way of living. In these cases, the committee should, by close contact with the leaders concerned, provide the Co-operative content in the groups' programmes and introduce Co-operators who can assist the leaders in this matter.

TOMORROW'S LEADERS

The Pattern of the C.Y.M.

The C.Y.M. functions in three distinct age groups, each with its own title. As far as adolescents are concerned, since 1925 the Co-operative Union has sponsored a national pattern. In 1941, an extension of this pattern was approved by Congress with the idea of bringing children, who previously had been organized in local but unco-ordinated groups, into one national organization. It was generally felt that the work being undertaken by Education committees of local societies would benefit by a common adherence to one pattern and it would enable the Education Department of the Co-operative Union to provide advice and service in a more systematic fashion.

One of the major concerns of Education committees was, and is, the number of children and adolescents who come into a Co-operative organization for a comparatively brief period, and then are lost to Co-operative influence. By starting at the age of seven and finishing at the age of twenty, with activities appropriate to each age group, it is possible to give continuity to the work and to make an attempt at an educational programme which progresses with the age of the participant. The groups are:

Co-operative Playways	..	..	Aged 7 to 10
Co-operative Pathfinders	..	..	Aged 11 to 14
Co-operative Youth Clubs	..	..	Aged 15 to 20

By affiliation, each local group becomes part of the national C.Y.M. but responsibility rests with the local Co-operative Education committee for the complete organization of local units.

It is urged that every local society should have all these age groups organized in a continuous pattern and that the Education committee of the society should provide accommodation, leaders and continued guidance to each of its groups.

The target for local achievement? 'A Plan and a Challenge' indicates:

- (a) for societies with 20,000 or more members: one C.Y.M. group (Playways, Pathfinders or Youth Club) for every 9,686 of the society membership.
- (b) for societies with 10-20,000 members: one C.Y.M. group for every 6,555 of the society membership.

Accommodation

Youth workers usually advocate, as an ideal, that youth clubs shall have their own premises, preferably a centre which contains

enough rooms for different activities to go on simultaneously. The advantages of such a centre are obvious, but it may carry with it some danger of tending to make young people think that they are different from the rest of the community, and that they are entitled, as a right, to be given special privileges.

The ideal of providing a second 'home' for young people is also part of some 'youth work' thinking, and many youth movements exist mainly for the purpose of substituting a club life for an inadequate home life. The C.Y.M. does not share this idea to any large extent. It seeks to cater for all young Co-operators.

In practice, most Education committees undertaking youth work (among adolescents and children), house their groups in Co-operative halls and meeting rooms and, where these are not available, school rooms or church halls are rented. This invariably means a limitation on the number of activities which can be conducted simultaneously, but the organizing skill of the leaders concerned is usually sufficient to deal with this problem.

For children's groups, the committee should minimise the possibilities of accidents by ensuring, for example, that if stairs lead to the hall they are well lit, and that precautions are taken against slippery floors when the hall is one which at other times is used for dancing. The hall should be made as bright and gay as possible and, in the case of most of the premises likely to be used, this means that the Education committee must make special provision for temporary decorations which the children themselves may have to pack away after each meeting.

For youth clubs, in addition to at least one meeting room, there should be facilities for the club canteen. Adequate cloakroom and toilet facilities are, of course, essential, and these should not be taken for granted when the committee is renting non-Co-operative premises—a personal check of the facilities should be made.

The Appointment of Leaders

There is no doubt that, of all the Education committee's responsibilities in relation to the C.Y.M., this is the heaviest—to seek out, appoint, and give the necessary training to, leaders. For children's work, the Women's Co-operative Guild still provides a good source of supply, and the younger the leader, usually the more able she is to cope with the energy and noise which a group of healthy children release. Where a society has developed all three age groups, assist-

ant leaders should be found from among the older club members.

For Youth clubs, it is advisable to have a man as leader, with a woman as assistant leader. The persons appointed should be able to maintain discipline without seeming to enforce it and to have a genuine understanding of, and sympathy for, young people. The Sectional Education Officer is always available to give advice on the appointment of leaders.

Whatever natural talents the chosen leaders may possess, they will be enriched by training. The Co-operative Union offers a number of services in this connection including correspondence courses and direct contact to help a leader solve his difficulties. A Youth Leadership Training Officer, with headquarters at Stanford Hall, is at the service of Co-operative Education committees and his services should be fully used.

There are a number of Co-operators who believe that the leadership of children's and youth groups should be entirely voluntary and that the Co-operative faith should be sufficient to inspire enough people to render service to it by leading the coming generation of Co-operators. In practice, we find a dearth of such people, and the majority of societies have filled this gap by paying people to do the job. Rates of pay vary, and the Co-operative Union advocates that they should be comparable with those paid by the L.E.A.

Retaining the Leaders

When an Education committee is faced with the choice between a sincere Co-operator who has no special knowledge of youth leadership, and one who has a knowledge of youth leadership but knows very little about the movement, which should prevail? This question can only be answered by the appointing committee after examining all the factors; we can indicate the problem but can give no cut and dried solution. L.E.A.s have the power to make grants towards the salaries of approved youth leaders, and consultation with the Sectional Education Officer is the prelude to a successful application to the Director of Education.

Probably it is the exacting nature of the work which causes the numerous changes in leadership which take place. It no doubt helps to retain good people to establish the right relationships between committee and leaders, plus the provision, as far as funds will allow, of the tools to do the job. The Education committee should take pains to retain the leaders it secures.

There is a very useful section dealing with the appointment of C.Y.M. leaders to be found in pages twenty-nine to thirty-five of the

report of the Second Youth Inquiry Committee, copies of which can be obtained from the Education Department of the Co-operative Union.

Planning C.Y.M. Provisions in the Local Society

A committee which at present has no C.Y.M. groups should base its development plan on a lengthy period, say, of not less than five years. The plan should be carefully budgeted, and if, after full allowance has been made for grant aid from the L.E.A., it would seem that the committee has not enough funds to meet its plans, then a meeting should be requested with the Board of Directors to see if the society as a whole can find ways and means of building this essential part of educational activity.

The plan should have two aims: firstly, to have a minimum of one C.Y.M. group (always remembering the essential condition of good leaders) at each of the natural centres of population within the society's boundaries. Secondly, to add the other two age-groups to each of the first groups as soon as possible. The Pathfinder group appears to be the easiest of the three to organize and the Education Executive's advice is to organize that one first.

We know the snags. 'We have no Co-operative hall'. 'It's all right for Nextown. This town has not a single meeting place suitable for C.Y.M. groups'. 'We have tried, but we just cannot get leaders'. 'What, with the Boy Scouts and the Church Club, there is no room in Littleville for a C.Y.M.'. 'I don't know what's wrong with the youngsters of today. Now when I was a lad . . .'

But the Co-operative Education committee with initiative, knowing the snags, overcomes them!

Continuity from Group to Group

Where the three groups exist, the committee should encourage contact between them, and encourage the organization of joint events. The host should be the older group and the guest the younger. A youth club member would feel childish if asked to participate in a Pathfinder's party, but a Pathfinder feels grown up when the invitation is reversed. For most of the actual mixing at such a social occasion, the upper ages of the youth clubs are more likely to accept responsibility than the younger ones.

Usually, although there is an age range of four years within each of the junior groups, in practice a group tends to be composed of children of near enough the same age. Thus a Playway group may sometimes consist mainly of nine-year-olds with only a few younger

members. Where possible it is advisable to transfer several members together from one group to the other 'en bloc' and the leader should continually excite the children's sense of anticipation about the joys of 'moving up'. This transfer *en bloc* means that a number of children will not strictly conform to rule. A number may be a few weeks or months over age. The danger is that a leader with a good group is loath to lose members, and in consequence may hang on too long and the transfer is never properly effected. A healthy movement is one where there is a constant flow in at one end and on at the other, and the leaders of all age groups should be trying to pass their members on at the earliest opportunity.

The committee should arrange that the leaders of all groups should get together from time to time and that they should use this meeting to arrange, among other things, the transfer of members.

It is very rarely that a committee has all of its groups in a tip-top flourishing condition at the same time. With youth work success is spasmodic. In each age group, we experience peak years. During flat periods the committee can console itself with the knowledge that, provided they maintain the organization with patience, in due time the pendulum of success will swing high once more.

The Relationship of the Education Committee to the Groups

Constant contact with the leaders? Of course! But how easy it is for that relationship to be marred by lack of understanding on the part of the committee (sometimes, the committee as a whole, sometimes individual members), and an attitude on the part of the leaders which looks on the committee as a universal provider. There should be three points of contact with leaders: joint meetings between leaders of all groups with committee representatives, interviews with individual leaders, and visits to the groups by Education committee members.

The technique for organizing the first is that of a joint consultative committee. It should be a round-table conference and at all costs avoid the position where all the leaders are sitting on one side of the table and all the committee on the other. Draw up the agenda so that there are as many items where the committee is seeking the advice of the leaders as *vice versa*. Take every opportunity to show the committee's interest in the work and congratulate where congratulation is deserved.

When a question arises of dissatisfaction about one leader's work, or some problem crops up in connection with his group, this should be tackled by an interview with the person concerned. It is for the

committee to create an atmosphere of collaboration between equals on these occasions rather than to show a relationship of employer to employed. There may be times when the committee needs to enforce a decision not acceptable to the leader. This can only be done if the leader has respect for, even if he does not accept, the committee's viewpoint—for a disgruntled leader cannot be a successful leader. If the issue is serious enough, then the committee should accept the resignation of the leader and replace him.

Visits by committee members to the groups not only maintain a contact with the leader but also with his group. The arrival of the visitor should not be permitted to interrupt the programme and it is only on very rare occasions that it is advisable to make a speech. One of the danger spots of a visit sometimes occurs when the leader complains about his assistant or *vice versa*. A committee member must be very firm about referring all such matters to the official channels, otherwise he may find himself in an untenable position.

With a youth club, the visit usually reaches its high spot with a cup of tea in the canteen. The difficulty which the average committee member finds on these occasions is to conduct a conversation which is not just a series of questions and answers. The easiest subjects on which to find common ground are films, television, radio, sport and work.

The Education committee should try to use youth club members within their other activities including public events. On suitable occasions, when the committee is sending two delegates to a function, one committee member might stand down in order to let a club member go.

To interest C.Y.M. members in the society, one committee presents a partly paid share book on the member's sixteenth birthday.

The C.Y.M. and Democratic Organization

One of the greatest controversies about Co-operative youth centred about the degree of democratic control which it was possible to give to youngsters themselves. When the then, newly formed National Federation of Comrades' Circles (which became the British Federation of Co-operative Youth) accepted an official of the Co-operative Union as its joint secretary in 1927, the struggle for autonomy started. It reached its peak during the years 1939-42, and subsequently a compromise was accepted by the Woodcraft Folk, the B.F.C.Y. (which then became the British Federation of Young Co-operators—B.F.Y.C.) and the Education Executive of the Co-operative Union. 'Do you want a movement *of* youth, or a movement *for* youth' thundered one side. 'Do you propose to

give votes to eight-year-olds?' trumpeted the other, and though the battle died down, the echoes of the din may still be heard in that Valhalla of old warriors—the Easter Convention.

When the C.Y.M. was established in 1941 an attempt was made to satisfy all the demands being made: responsibility of Education committees; supervision by leaders; active democratic participation of members. An elaborate machinery was devised but over a period of years this proved unworkable and was replaced.

The position was revised by the acceptance by Convention in 1951 of recommendations which made the following provisions:

- (a) The system of Sectional Co-operative Youth Committees should be abandoned.
- (b) Each Sectional Education Council of the Co-operative Union Ltd., should elect a sub-committee, containing five members of the Council, to make recommendations on youth work.
- (c) The Sectional Education Council had to convene a representative meeting of youth club members and submit proposals for a sectional youth clubs' council to be elected democratically by the clubs. Now *vice* the council, there may be two meetings a year of youth club representatives. The Sectional Education Council had to provide room facilities and administrative expenses of the youth clubs council for three months, on the understanding that the cost thereafter would be met from affiliation fees and a grant for general purposes paid by the Sectional Education Council.
- (d) Each year there should be a national conference of representatives of youth clubs to discuss general policy and not details of machinery. This conference should be organized by a committee formed of representatives of sectional youth clubs.

How does all this affect an Education committee? First, within the C.Y.M. groups it controls, it should make quite clear to all leaders that it desires democratic practices to be followed in the programmes on the lines advocated in the C.U. booklet 'Co-operation in Clubs and Groups'.

Then, possibly through its membership of a joint district Education committee it should try to provide opportunities for joint meetings and rallies of C.Y.M. members. Sectionally and nationally, it should encourage representation from its groups whenever the opportunity occurs, but as far as possible the initiative and the finance for this representation should come from the groups themselves.

How can a committee increase the degree of democratic responsibility accepted by C.Y.M. members? It cannot do a great deal as a committee. Democracy can only grow from below and it cannot be imposed by the controlling committee from above. All that one can do is to recognize the small shoots of democratic expressions as they emerge, giving them the best possible climate in which to grow, and making sure not to blight them with a cold douche of adult cynicism or parental pomposity.

Relationships of the C.Y.M. with the L.E.A.

The Second Youth Inquiry Committee came down firmly on the side of collaboration with the Service of Youth organization which is part of the work of the L.E.A. 'It would be undesirable', it declared, 'to stand aloof from the other national and voluntary youth organizations in this country'. At the same time, it recommended that 'In all cases, application should be made to L.E.A.s for the grant aid to which committees sponsoring youth work are entitled'.

Where the L.E.A. employs youth organizers, the Education committee should make contact with them and seek advice from time to time on local organizational matters. Goodwill can often be established by arranging a meeting of interested people to listen to the youth organizer talking about his job or about recent local developments regarding youth work. Organizational problems shared with the youth organizer will often bring the powers of the L.E.A. to bear upon their solution.

Units of the C.Y.M. may link up in two ways: by participating in councils of youth and youth leaders' councils and by claiming, and using, representation on local youth committees.

Relationship of C.Y.M. to National and International Organizations

Nationally the C.Y.M. is represented on S.C.N.V.Y.O. (usually known as 'scan-vee-oh')—the Standing Conference of National Voluntary Youth Organizations. This body brings together all the recognized 'non-political' youth organizations. This affiliation does not greatly affect the Education committee of the local society except to provide a token of recognition for reference when negotiating with the L.E.A. In some areas there is a local S.C.N.V.Y.O. and the C.Y.M. should be represented on these committees.

Other national affiliations of the Co-operative Youth Movement are to the British National Committee which canalises British participation in the World Assembly of Youth and to the Council for Education in World Citizenship.

Together with the B.F.Y.C., the C.Y.M. takes an active part in the International Federation of Young Co-operators. An Education committee should endeavour to get its club members interested in this federation and foster delegations from its own clubs.

The Cost of C.Y.M. Work

'Can we afford it?' is the first question that will be asked when the development of the C.Y.M. is mooted within a Co-operative Education committee. The main items which a committee should budget for are as follows:

- (a) Rent of meeting room
- (b) Payment to leaders
- (c) Expenditure on equipment:
 - e.g. Table Tennis
 - Record Player
 - Canteen utensils and crockery
 - Sports gear
 - Craft equipment, especially for children's groups
- (d) Leadership training
- (e) Delegations.

Children cannot be expected to contribute much more than their weekly subscription, but fund raising at Parents' Nights and other events should not be discouraged provided that the children can participate in the financial side to the extent that they feel mutual responsibility.

Youth clubs, on the other hand, should provide themselves with some of the equipment they need, and may well meet some very useful part of all expenses incurred in sending members to conferences, summer schools, etc.

Co-operative Union Summer Holiday Courses

Each year the Co-operative Union announces a series of summer schools for young people and their leaders. This provision covers the Pathfinder groups and youth clubs but no national provision is made for Playways members. Some Sectional Education Councils organize summer holidays for this age group.

In 1944, a special Co-operative society on a national basis was formed to provide holiday centres for the C.Y.M. The society is called Co-operative Youth Centres Ltd., and the lovely castle of Dalston Hall, near Carlisle; the former mansion known as Losehill Hall in Derbyshire; and a one-time residential school known as Collington Rise at Bexhill-on-Sea have been purchased to provide perfect settings for holidays and training courses with a purpose.

It is not sufficient for the Education committee, when it receives notices of these schools, to pass the information to the leaders concerned. The leaders should be invited to meet the committee with a view to deciding:

- (a) The possible response from the groups.
- (b) Names of members for whom scholarships might be considered together with reasons for this action.
- (c) The contribution the group and/or member might be prepared to give towards the costs.

Approach to Parents

For the children's groups it is easy enough to enthuse the youngsters, but the problem is to convince the parents. The Education committee should sponsor a parents' night at which there should be an exhibition of children's works and activities, and during which films can perhaps be shown.

Remember that parents have, as their main concern, the safety of their children and leaders should be explicit in allaying fears of this kind.

For youth clubs, the best means of gaining interest is to seek the help of the Sectional Education Officer to make contact with two members, one boy and one girl, who have attended a holiday course previously. Then invite them as guests to your own club where they can meet the members informally in addition to making a short speech about their previous holiday.

Some youngsters will pay for themselves. In some cases the Education committee is prepared to give scholarships. It should be indicated, however, that *application can sometimes be made to the L.E.A. for grant-aid*. The necessary forms should be secured in December and the advice of the Sectional Education Officer secured before the applications are sent in. A number of Education committees have received substantial sums for these purposes. L.E.A.s are likely to look particularly favourably at leadership training courses, whether provided by the Co-operative Union or the Central Council for Physical Recreation.

Committees will consider it appropriate to use the service they give to the younger generation as a means of interesting their parents in the wider purposes of Co-operative education. The committee should sponsor special events in which the C.Y.M. members entertain their parents, and leaders should be encouraged to use the voluntary services of parents to the fullest extent.



CHAPTER 14

TOMORROW'S LEADERS

Activity Groups and the Young Auxiliaries

Variety of local organizations. Junior choirs: dress, exchange visits, concerts. Ballet classes: how organized. Junior classes. Children's Film Clubs; facilities of Children's Film Foundation. Elocution and drama classes. The Woodcraft Folk. The British Federation of Young Co-operators.

TOMORROW'S LEADERS

Activity Groups and the Young Auxiliaries

It is inevitable that in a movement composed of autonomous retail societies, there should be infinite variety in the type of local activities. Nowhere is this more evident than in the work for children and youth, and we find that, in addition to C.Y.M. groups, Education committees often provide for other specific activities by young people. Many have a tradition of junior classes, choirs, recreational groups, etc., which stretches back for nearly half a century. Recently, the Co-operative Union recorded that approximately 15,000 children were catered for in special activity groups compared with 14,000 organized in Playways and Pathfinder groups.

Junior Classes in Co-operation

Changes in the educational system since 1944 and other factors have made the organization of children's classes much more difficult. In consequence the more recreational approach of cultural activities and C.Y.M. groups finds more favour with most Education committees.

Nevertheless, several societies still organize junior classes, using 'The Co-operative Story' by Agnes Allen, 'Our Story Retold' and others as the text books. Experience suggests that the tutor should be paid at rates comparable to those of the L.E.A. and, at the end of the course, a suitable examination should be arranged.

Junior Choirs

On the question of organization of junior choirs there is little we need add to the general comments on choirs contained in chapter ten. The platform appearance of a choir is enhanced if the members wear a common form of dress, but in selecting this the committee should bear in mind the need to choose clothes which are part of the normal wardrobe of youngsters and which do not cause unnecessary expenditure on the part of the parents.

Exchange visits between choirs as part of their holiday programme add to the interest of choir members. The most ambitious of these is when the exchange takes place between a choir from the Continent

and one of our own, but exchanges within the British Isles, particularly between England and Wales and England and Scotland can enrich both choirs in the exchange. When the exchange can be made between two choirs in England in close proximity to each other the low fare for a party booking may mean an extremely cheap holiday for all concerned. The exchange may take place in the summer of two consecutive years but it is easier from an organizational point of view if it can be done during the same summer vacation. In either case, the Education committee has to accept full responsibility for all the arrangements. As far as possible the liability should be restricted on the part of the receiving committee to providing transport in their own area and concert accommodation. It is often possible for the visiting children to be billeted with the children from the home choir free of charge in exchange for a similar service when the children change roles. The contribution from the committee when their choir is visiting should be confined to travel costs, and, even here, a reasonable part of these should be met by the parents of the children.

Some choirs arrange a holiday at a residential centre without any complications of exchange. Information regarding accommodation and costs for parties to stay at one or other of the three Co-operative Youth Centres can be obtained from the managing-secretary, Co-operative Youth Centres, Dalston Hall, near Carlisle. When the complete choir do not wish to join in such a party, the committee should bring to the conductor's notice the C.Y.M. holiday courses at which individual bookings from members of any Co-operative activity group are always welcomed.

Ballet Classes

There has recently been a wave of popularity within the Co-operative movement for the organization of ballet classes for children, and this activity would seem to attract a large measure of support. We know of one society where, within twelve months of starting its first class, four classes were in being. The basis of these classes is the 'Ballet in Education' syllabus provided by the Royal Academy of Dancing, 154 Holland Park Avenue, London, W.11.

Children's Film Clubs

Is there any reason why a Co-operative Education committee should embark on children's film work? Such activity could be sustained for two reasons; that it is possible to give an educational content which is not available at the cinema, or, that by bringing

children into contact with the society for films, they can be persuaded to join in other activities organized by the Education committee.

The Children's Film Foundation has done valuable work in producing entertainment films especially for children, and committees can be assured of first class programmes if they select films recommended by this organization. A section of the G.B. catalogue offers children's entertainment films, which have been produced with the guidance of an independent advisory council especially for the age range of seven to fourteen.

Examples of films and hiring charges are:

<i>Title</i>				<i>Running time</i>	<i>Cost</i>
<i>Bush Christmas</i>	..	..	..	81 min.	£4
<i>The Little Ballerina</i>	..	..	..	60 min.	£3
<i>Road Safety</i>	..	..	..	15 min.	7s. 6d.

The Children's Film Foundation offers a balanced programme for £4 per programme of which the following is a good example:

<i>Title</i>				<i>Running time</i>
<i>The Stolen Plans</i>	..	..	..	57 mins.
<i>Swift Water</i>	..	..	..	16 mins.
<i>Our Magazine, No. 2</i>	..	..	..	11 mins.

There are restrictions on C.F.F. films, one of which is that, if the hall is within two miles of a cinema, they can be shown only if the prior consent of the manager is obtained.

One other important thing to bear in mind is the legal requirement that if the number of children attending exceeds one hundred, then the Education committee is responsible for having a sufficient number of adult attendants stationed about the hall who have been given instructions in control duties.

Elocution and Drama Classes

The number of classes in elocution and drama for children has tended to decrease in recent years, but some societies still engage in this kind of work. In many cases, it seems to be linked with dancing classes and the two combine to produce a children's show which may include choruses, solos, tap dancing, ballet dancing, monologues, and, possibly, the whole will be linked to a pantomime story so that a little acting is also thrown in for good measure.

TOMORROW'S LEADERS

The L.E.A. can often give advice on where to contact good elocution teachers. Another helpful source of information is the British Drama League, 9 Fitzroy Square, London, W.1.

The Woodcraft Folk

This colourful organization is for children in two age groups: under ten years, Elfin Folk, and from ten to sixteen, Pioneers. In recent years in many societies a sixteen-plus group has been creamed off on an area basis from the local Pioneer groups and this usually makes leadership training its main activity.

Its founders must have had a deep insight into the minds of children of that time, for if Scouting resembled 'playing cowboys' then the Folk resembled 'playing Indians'. The fringed green costume, the camp fire rituals, the keen love of outdoor activities and nature study, and the renaming of its members with Folknames like 'Little Otter', 'Brown Eagle' and 'Kestrel' were all parts of a pattern which had a terrific appeal for youngsters. It also canalized the revolt against town life which was very apparent between the two wars and which gave rise to such organizations as the Youth Hostels Association, the pastime of rambling and hiking in England, and the Wandervogel in Germany.

The Folk has always accepted the leadership principle, but has made that leadership as democratic as possible. All service is voluntary and this ensures that the leaders who serve do so because of their belief in the work and not for monetary reward. Quite an elaborate constitution provides for democratic practice at all levels.

The governing authority is the annual delegate conference. This takes the form of a camp usually held at Easter.

The programme of the Folk is one of active education, and each member has to pass a series of tests in camping, hiking, nature lore, first aid, health and physical fitness and citizenship. There is a pride within the organization that it is a Socialist body and it makes no claim to objectivity. Its education is education for social change and it tries to instil in its members the will to work for socialism by future service in the Co-operative, Trade Union and Labour movements.

It fosters internationalism and is the British section of the International Falcon movement. Its proficiency in campcraft has enabled it to organize international camping rallies on a large scale, and very often the Folk assemble more than 2,000 campers at a time from a number of countries.

ACTIVITY GROUPS AND THE YOUNG AUXILIARIES

It is usual for the Education committee to provide Folk groups with their meeting rooms and to give financial assistance towards the purchase of equipment. In some cases it will also meet the rental for camp sites or give special grants to improve a permanent site.

Recently, a local Education committee was concerned because a new town had been developed in its area and the influx of people, many of them with young families, presented a challenge to the Co-operative movement to make social and educational provisions for them. They decided to investigate the possibilities of organizing groups of Woodcraft Folk, and, to this end, wrote to the National Secretary, at Folk House, 13 Ritherdon Road, London, S.W.17.

Three members of the Folk interviewed the committee and explained their organization. The committee then organized a public meeting in the new town at which the Woodcraft Folk gave a display of their activities and an exhibition of their craft work. The meeting was well attended by parents and children and immediately following the display there was a queue of children to give in their names to join the Folk. For the first four weeks an organizer supplied by Folk headquarters attended the group and in addition to running the group gave guidance and tuition to the new leader.

For further information about the Woodcraft Folk read:

The Annual Report
Sevens to Tens
Elevens to Fifteens
The Woodcraft Way

Better still, invite the Folk to send a representative to meet your committee.

The British Federation of Young Co-operators

This organization was formed as a result of the agreement with the Co-operative Union to provide a follow-on organization for Co-operative youth club members and an overlap of three years with youth clubs was deliberately made with the idea of encouraging club members to belong to both bodies during this period and so make the departure from one and the joining of the other a more gradual process. The idea has much to commend it but the scheme cannot be said to have succeeded. Conscription at the age of eighteen for boys has remained in force and this has had a disastrous effect. Formed in the middle of the war when conscription covered all of its members, the B.F.Y.C. has had a hard struggle to maintain its existence.

The B.F.Y.C. is not quite so autonomous as the Woodcraft Folk and, in addition to having representatives from the Education Executive sitting with the B.F.Y.C. national executive, the constitution provides that, although the governing body shall be the annual delegate conference, Congress decisions have overriding powers in all relations outside the movement.

In the past few decades, many democratic youth organizations have found themselves at loggerheads with their parent movements. The B.F.Y.C. thinks that it has found the answer to the problem of allowing young people to develop their own ideas and their own organization at the same time as they serve a wider movement. The B.F.Y.C. formula provides for the right to press its own opinions within the movement but agrees to support loyally all Congress decisions to the outside world.

As an organization, the B.F.Y.C. maintains an objective approach to education, claiming to encourage its members how to think rather than what to think. Nevertheless, its local branches have a right to affiliate to the Co-operative Party and to undertake political work through that medium.

The B.F.Y.C.'s objective of teaching the social significance of Co-operation coincides with the same objective of the C.Y.M. To this aim the B.F.Y.C. links the need to work for an International of Young Co-operators, and also for the establishment of world peace and of the Co-operative Commonwealth.

The greatest problem the B.F.Y.C. faces is the smallness of its membership. Not the numbers within its local group—for we doubt if an idealist movement of this type can ever attract large numbers—but the number of its units. Unlike the organization catering for younger ages, there is no problem of leadership, for it elects from its members those responsible for organizational details.

The Education committee and the B.F.Y.C.

The Education committee should extend to the B.F.Y.C. the same services which it extends to other auxiliary bodies. It should also seek a closer partnership in relation to the educational content of the programme of the B.F.Y.C. local group. Each group should be encouraged to take positive steps towards the training of future members for the Board of Directors and Education committee, C.Y.M. leaders, and active participants for various other sections of the movement, e.g., the Co-operative Party. To do this, a lecture programme might be instituted with lecturers or discussion leaders provided by the Education committee.

ACTIVITY GROUPS AND THE YOUNG AUXILIARIES

What services can the B.F.Y.C. give to the Education committee? Its main service is to propagate itself so that within the one society there are a number of active branches. Whilst the B.F.Y.C. remains small, it needs all its energies to keep itself going and this is neither healthy for itself nor for the movement. So the first step is to expand its membership, so that there is a source of active young people available for society affairs. From that source should come committee members, discussion group leaders, lecturers, youth leaders, and students for the Co-operative College.



CHAPTER 15

THE CO-OPERATIVE COLLEGE

The Co-operative College as the apex of the Union's educational provisions. A word on College history. Translation to Stanford Hall. The provision for long-term residential courses. Purpose and tasks of the College. Organization of the College. Providing the students. Help from L.E.A.s. The five main departments in the College. What societies can do. Nomination of students. The society and the ex-student.

THE CO-OPERATIVE COLLEGE

THE emphasis of this handbook is on the responsibility of local societies and committees for Co-operative education. It is no departure from that now to turn our attention to the Co-operative College. Whatever geography may tell us about the distance of Stanford Hall from Perth or Preston or Pontardulais, the fact is that its work is very closely linked with the achievements of Co-operative societies there and everywhere else in Britain. The College is not a self-contained institution detached from local Co-operative experience. It sustains and is sustained by local effort in the most important ways. The College needs from Perth and Preston and Pontardulais financial support, educational work which will carry students locally to the more advanced levels at which College provisions begin, extreme care in the selection of students and willingness later to offer students suitable opportunities for responsible service. Without these the College is an apex without base, a tree without roots.

A Word on College History

The aspiration by the Movement to have a College of its own lies, of course, deep and central in our history. In the early part of the 20th century, Professor Hall added both urgency and practical suggestions for carrying out this ambition. A resolution at the Co-operative Congress, 1919, records the determination which he had done so much to build up:

‘That this Congress is of the opinion that a Co-operative College is essential to the welfare and development of the Co-operative movement . . . It therefore instructs the Central Board to organize a fund forthwith for the establishment of such a college, to which co-operators and co-operative organizations may be invited to subscribe . . .’

In 1919 we can mark the establishment of the College at Holyoake House with its first ten students—from Australia, from Egypt, from Sweden, from Finland and from Britain.

Over the years in Manchester the College developed. To the teaching facilities provided at Holyoake House, the headquarters of the Co-operative Union, it added various homes for its students—

at 'Thorncliffe', 'The Heath', and 'Ashford Grange'. In August 1938 Professor Hall died, ending an era in which his leadership and unsparing devotion to the College had been the dominant feature. He was succeeded by Dr. John Thomas who served the College through its war years, during which it maintained, as some other institutions have done, its proud defiance that 'it never closed'.

Translation to Stanford Hall

The years after the second world war saw something of the same acceleration and drive as had come after the first. The College had long sought a comprehensive home of its own and, in anticipation of 1944, societies had been invited to contribute to a fund to commemorate the foundation of the Movement and to make possible the erection, or the purchase, of a building where the life and learning of the College could be brought under one roof. In 1945 Stanford Hall and its estate of 300 acres were purchased, and in 1946 the College made the most of its new accommodation and expanded to ninety-eight students. In the same year the new Principal, Mr. R. L. Marshall, joined the staff.

The transformation of the Hall from its old purpose to the new was an immense task. Year by year, as the work proceeded, it became clear that to complete the major adaption needed, especially in living accommodation, and to provide for the maintenance of the College, some more stable financial provision was needed. We resorted, as is our wont, to a Commission of Inquiry and there emerged by Congress decision in 1952 a generous and secure dispensation. The money left from the 1944 fund would be used to build a new wing of study bedrooms and to convert the large bedrooms of the Hall. To help the Co-operative Union to maintain the College properly, societies would contribute annually at the rate of $\frac{1}{4}$ d. per member. The College, of course, earns income from the services it offers. In addition it is aided by a share of the allocation to the Education Department from the Co-operative Union's general subscription income. Now this special levy for the College would bridge the previous gap between what the College could earn and what it had to spend.

This 'legislation' has been matched as one would expect in the Co-operative movement by many voluntary and generous contributions by societies. For example, the Midland Co-operative Educational Centre Trust gave a loan of £7,000 towards the building of the new wing and societies have furnished all the rooms in the new wing and many others in the Hall. The College Book of Gifts

is a testament of their generosity (with always some pages still open for completion).

The Long-Term Residential Courses

We have then in Stanford Hall a setting now effectively adapted for residential education and accommodating up to 110 students. The students find accommodation almost entirely in single study bedrooms or in individual bed-study cubicles. They have well equipped classrooms, a specially furnished library of about 12,000 volumes and a wide range of recreational facilities for squash, badminton, billiards, etc. Out of doors there is a great variety of riches—a swimming pool, a bowling green, pitch and putting courses, three hard tennis courts and a croquet lawn, all in a setting of attractive lawns and flower gardens. The movement may well take pride in these facilities which are unique among residential adult colleges and credit also for having maintained their standards.

Stanford Hall gives service in a variety of ways to Co-operative education: accommodating special conferences and summer courses, courses to prepare instructors for the short practical courses in member-service, et cetera. Its distinctive function, however, is to offer long-term residential courses at present uniformly of nine months from October to June for a variety of group certificates and diplomas in both technical and social studies.

The Purpose and Tasks of the College

The movement has decided that education for responsibility on a fairly advanced level is best provided nationally and the College has been charged with this task. It will be worth while to look at the elements which make up this programme of long-term studies—the *purpose* it is seeking to serve, the *organization* needed to bring staff and students together in a suitable setting for this work, and the *content and method* of the teaching in these long-term courses. The more closely we look at these elements the more clearly we shall see the importance to Stanford Hall of local initiative and effort.

It is, of course, impossible to set a rigid and permanent framework for the service which the College can give to the movement and unwise to try. Nevertheless, it is important to have at any time a fairly clear specification of what we are about, and four tasks may be defined for the College at the present time:

- (a) It has to help in educating the future managers and secretaries of the movement, both in the technical aspects of their work and in the social significance of Co-operation.

- (b) It prepares students to share in the democratic leadership of the movement—in service on our committees, in the auxiliaries, and as teachers and youth leaders.
- (c) It has to make available British experience in Co-operative development for the study and guidance of Co-operators from overseas.
- (d) Finally, it has to promote research into Co-operative principles and techniques and their future development. This work is carried on by the staff and also by the holders of research scholarships which are awarded annually.

This is a reasonable specification to set for the College. There is achievement towards each of these standards though not necessarily uniform achievement, and we might as well acknowledge both the record of what has been done and the scope for further growth.

Organization of the College

The College is owned and directed by the Co-operative Union and the responsibility is divided between two of its main committees. The General Purposes Committee acts, as it were, as the landlord—taking responsibility for the fabric and estate: the Education Executive of the Union is the tenant of the Hall for educational purposes and charged with devising and carrying out the courses through which the purposes of the College can be achieved. These two committees come together in a Stanford Hall Joint Sub-Committee where questions of common interest are tackled.

Providing the Staff

Within the setting, of course, of Stanford Hall there must next be provided a staff—a domestic, administrative and a tutorial staff to undertake the programme. Indeed, no other requirement is of more importance, for the quality of any educational institution is by and large the quality of the staff serving it, and no luxury of setting or ingenuity of organisation can mask that central fact. The Principal of the College is also Chief Education Officer of the Co-operative Union and under him the tuition is carried out largely by a staff of full-time teachers who are specialists in the various departments of management, secretaryship, social studies and Co-operation overseas. In addition, the College is assisted by visiting lecturers who may be specialists from neighbouring Co-operative societies, or members of staff from neighbouring colleges or universities. Conversely, the College, in addition to bringing these neighbouring institutions to Stanford Hall, sends its students out to them, and

quite frequently College students with special interests will satisfy these by membership of classes in Loughborough or Nottingham.

Providing the Students

Given the setting and the staff, the final stage of organization is to provide the means of enabling suitable students to come to the College. The students must, of course, meet certain educational qualifications which are outlined below. In addition there is the formal requirement that they should be at least 18 years of age by 1st October in the year of entry to the College, but in fact the average age is much higher, ranging between 24 and 28 years.

The main support for College students is found in Co-operative scholarships. Many of these are provided by local societies—upwards of forty societies make awards of this kind usually available to either members or employees, or their families. The Co-operative Wholesale Society provides Centenary scholarships not only for their own employees but also for members of retail societies anywhere in England and Wales. The scholarships awarded by the Scottish C.W.S. are limited to their employees. Awards are also made by district and sectional organizations and by the Co-operative Union nationally. Full information on these resources can be obtained by application to the College.

The value of the scholarships varies considerably. The Union, however, recommends a minimum which is accepted by practically all the awarding bodies and which enables the student to retain, after the payment of College fees, an allowance adequate to the 'plain living and high thinking' appropriate to College life. In addition, the Union recommends to societies awarding scholarships to employees a scale of additional allowances related to the family commitments of the student.

Help from L.E.A.s

Local education authorities are empowered under the Education Acts, to make awards to Colleges such as ours. In brief, the intention under the Acts is to encourage a comprehensive system of scholarships and maintenance allowances at 'any place of further education', and this provides both for technical studies (i.e., management and secretarship) and for liberal studies (i.e., social studies). Each year at the College, a number of students are enjoying assistance from local education authorities, but this source of help could be tapped more fully—either to provide for students who receive a Co-operative scholarship but need additional help, perhaps

for dependants, or to support suitable candidates for whom no scholarships are available.

L.E.A.s tend to limit their grants to cover College fees for accommodation and tuition. In such instances, Co-operative funds are perhaps best used in providing for other items of expenditure, e.g., maintenance of dependants. Certainly the conditions of award of Co-operative scholarships should make it clear that awards may be intended for this more personal expenditure.

The initiative of application has to be taken by the individual himself, but this is supported by action at various levels. Nationally, the College takes part in discussions which help to increase the chance of successful application to the authorities. Thus the College, as a member of the Residential Colleges Committee, shares in the discussions with the Association of Education Committees (for England and Wales) which deals with the question of awards to candidates wishing to enter any of the colleges for social studies. The A.E.C. recommends a scale of awards to students and this information is sent to societies as it becomes available. Sectionally the help of the Sectional Education Officers who have a wide experience of different authorities is available to individual applicants or to societies. Locally, societies are asked to make it a condition of application for their awards that the candidates should also apply to the local education authorities for assistance. Clearly, this application should be made as early as possible in the year in which the candidate hopes to come into residence.

Content and Method at the College

There are five main departments of study at the College. Before reviewing each of them, however, and noting the special interests which distinguish the students, it is important to stress the features which they have in common. All students whether technical or social undertake a general subject which may vary from year to year but which has a general and Co-operative theme. Certain other subjects, such as, the History and Organization of the Movement, or Economic and Social History, bring students together from various departments, and there is, of course, a very vigorous community life of sport and recreation in which all may join.

The five main departments which may be distinguished are :

(a) RETAIL MANAGEMENT:

Students here are preparing for the more advanced group certificates and diplomas of the Co-operative Union. They

are required to have completed locally certain more elementary studies and be prepared to enter the more advanced subjects of the Certificate in Branch Management, or beyond that, the subjects for the Certificate in Departmental Management, or the Diploma in Co-operative Management.

(b) **MANAGEMENT—GENERAL :**

There are, of course, Co-operative employees whose interest and needs are not met by courses in retail management—for example, employees in wholesale societies or in the productive or service departments of retail societies. To cover this range of requirement the College offers a course for the Intermediate Certificate in Management Studies—for which it is approved by the Ministry of Education and the British Institute of Management.

(c) **RETAIL SECRETARYSHIP :**

Here are available the Union awards of the Intermediate or the Final course of the Diploma in Co-operative Secretaryship, and again students are required to have completed sufficient elementary studies to allow them to enter at least the first of these.

(d) **SOCIAL STUDIES :**

For students wishing the general range of social studies and giving within that context a particular attention to Co-operative subjects, the College offers a two-year course towards the Diploma in Political, Economic and Social Studies awarded by the University of Nottingham to external students. For students of a more specialized interest in Co-operative studies, the College provides a course, again of two years' duration, towards a Diploma in Co-operation.

(e) **CO-OPERATION OVERSEAS :**

Finally, the College provides a one-session course in Co-operation Overseas which was designed primarily for the officers of Co-operative departments in various parts of the British Commonwealth. It has, however, proved of interest and value to students from other countries with similar conditions and problems of development and to British students who wish to examine Co-operative progress in these countries and who may be considering seeking appointments there.

There are, of course, students whose interests will not be confined to one particular curriculum and who prefer to have 'a tailor-made' selection from different courses. However, most students satisfy their needs within one or other of these departments. They follow their subjects by a variety of methods: by lecture, by seminar, by individual tutorial, by project. Sometimes the pursuit will take them out of the classroom into visits of practical investigation to Co-operative organizations or other institutions.

What Societies Can Do: General

Surveying that range of provision there are many ways in which societies may help and there are some general and quite obvious things we ask them to do:

- (a) *Tell people about the College*: This may seem simple enough but, in our contacts with Co-operative members and employees, we find that many have not heard about the College and many who have some slight knowledge of its existence have no real understanding of the services and courses which the College offers. First, then, committees can discuss a practical approach for ensuring that as many as possible of their members and employees know about the College. Approaches to employees can be made by employees' meetings, by inserting a leaflet into pay packets, by displaying notices on staff notice boards, and by personal contact with students who are taking correspondence courses or attending local classes. Approaches to members can be made by displaying notices in shops and by information to the auxiliaries. Certainly each society ought to have a plan for publicizing the College.
- (b) *Prepare to receive enquiries*: We must bear in mind that as a general rule we are seeking to enlist the interest of people who have not previously considered College attendance to be a possibility for them. The first problem is to get people to initiate enquiries, but it is essential that when these enquiries are made, full details of the College courses and scholarships are readily available. Early each year, copies of the College Prospectus are sent to all societies and further copies can be obtained on application to the College. The Prospectus gives detailed information of courses and scholarships, and in particular cases the College is prepared to give special advice and help.

Where possible, enquiries from employees and members ought to be dealt with by personal interview by an appropriate

official, e.g., the Education Secretary. In this way much more comprehensive information can be given than is possible by correspondence. In addition people are often hesitant to discuss personal difficulties by correspondence and these are best cleared up in discussion.

- (c) *Make personal approaches wherever possible:* A talk to a group of employees or students is unlikely to be very effective unless there is an opportunity for those who are specially interested to discuss more personal matters with the spokesman after the meeting. Where possible, time should be allowed for this personal approach.

What Societies Can Do: Nomination of Students

Now we may look in a little more detail at possible sources for the two types of student:

- (a) *Social Studies:* There is, first of all, the recruitment of students for social studies. It is essential that this department, which is a main witness to the social significance of the Co-operative movement, should be strengthened and developed. Societies must positively seek out from their committees and classes, from the auxiliaries, from members of the Co-operative Party and from the youth club members and leaders, the men and women who might be interested in this form of education.

Why not also ask for social students among the staff? An employee who takes a course in social studies has three prospects open to him. After it is completed he may return to his old job without any greatly enhanced chance of promotion. He will, however, bring to the shop or office or canteen an understanding of co-operation which can be invaluable to himself and his fellows and will be able to move more effectively into action in his voluntary activities in Co-operative organization. Secondly, he may change his career and move into some new work closer to the social studies be assumed. That possibility is neither to be ignored nor lamented. He should carry into his new work again a Co-operative conviction of benefit to the movement and into his leisure-time the possibility of direct service to the movement. Thirdly, he may find that his social studies are reckoned to his advantage in his professional career in Co-operative management or secretaryship. This is quite proper. Social studies give the discipline of handling information, of selecting the important considerations and of reaching a

decision, which is a large part of the responsibility of executive work and the movement might well see more of its employees returning from courses of social study into the main stream of professional promotion.

- (b) *Technical Studies*: There is the second sphere of recruitment—that of employees for technical studies. It is proper that all Co-operative employees who satisfy the requirements of age and educational qualification should be free to seek entry and scholarships to the College, and nothing should be done to check this initiative. It should, however, be accompanied by a second method of access to the College, that of nomination of suitable candidates by societies. Few societies are exploiting this possibility fully. In practical terms it involves societies in making an annual review of their staff and of drawing up a ‘short list’ of employees in the various departments who show promise in their work and in their preparation for more responsible tasks. For some of these the advice will be to engage in local class work or in correspondence tuition. Others will have reached the stage where they ought to be considering College attendance, and the most suitable can be told that the society is willing to nominate them for attendance at the College. It should be explained, of course, that this does not involve a society in any commitment to promote them to any particular job at any particular time. It is, however, an opportunity offered by the society in recognition of promise shown by the students and the confidence felt in their future service.

This system has obvious advantages, some of them indeed, not limited to College recruitment. It involves the valuable annual review of the resources and capabilities of staff. Even if the resources are restricted, that problem is highlighted and brought to the attention of Boards of Directors. The educational attainment of the student is linked directly with the standard of practical service in societies. Moreover, the promising employee will welcome this initiative from his employers. He will gain satisfaction from knowing that his promise has been noted and some contentment in his employment at the possibility of advancement to a position of greater responsibility. In general the College is assured of recruitment from among the employees of quality who will in later years fill the executive positions in societies, and the service of the College is being directed to the points at which it can be of greatest help.

THE CO-OPERATIVE COLLEGE

The Society and the Ex-Student

Equally societies can help by understanding and support after the students have left the College. This involves honouring the request of the Union for the recognition of Co-operative educational qualifications which is described elsewhere, and particularly the request that due weight be given to the certificates and diplomas of the Union. Support may be exhibited not only in receptiveness towards College students who seek appointment or promotion within the society but, contrariwise, in the attitude to ex-students who are leaving the society. The movement is rightly entitled to an expectation that students who have been educated in the College will remain in Co-operative service and equally must maintain conditions which make this possible. Even so, students in search of a responsibility and promotion, will often have to move to other societies away from those which sent them to the College. Understanding of this certainty will fortify both the College and the students. After all, a free traffic of this kind within the movement will bring students of quality as well as remove them, and mutual help as well as self-help has its part in the Co-operative philosophy.



CHAPTER 16

BOOKKEEPING AND ACCOUNTS

The purpose of book-keeping. The essential books. The Receipts and Payments Books. Bringing the books into use. An exercise in using the books. Balancing the books. Invoices, receipts and vouchers. The monthly analysis of expenditure. The account with the bank. Sources of help.

BOOK-KEEPING AND ACCOUNTS

The Purpose of Book-keeping

GOOD management of any enterprise large or small is dependent on a system of book-keeping to provide information and controls which can easily and readily reveal at any time what the actual situation is. So it is with the education department of a local society—whether the grant runs only to a few pounds or to several thousands. The books, no matter how simple or complex they are, should always be in a condition that the absence of the person responsible—secretary, treasurer or whoever he may be—is not a bar to finding out exactly what the state of the funds is.

It is not necessary in this handbook to go deeply into the theory and practice of book-keeping. We hope, however, to make some practical suggestions which may be helpful, especially to a part-time officer charged with the responsibility of accounting for the committee's funds. Those desiring to study the matter further are referred to the book-keeping courses within the Co-operative Union Prospectus and in particular, to read Chapter XIII in *Co-operative Book-keeping, III* and Chapter XXII of *Handbook for Members of Co-operative Committees* by Professor Hall.

The Essential Books

The essential requirements can be met quite simply. We need:

- (a) One set of pages on which to record our receipts and another on which to record our payments. The pages may be bound or in loose leaf form. In most instances we shall require separate books, but in certain cases we can incorporate these in the same book, using, say, the first part of the book for receipts and the rear pages for payments.

The books should be multi-columned, similar to the layout suggested on pages 154 and 155. The actual number of columns will be a matter for local decision in accord with needs, i.e., the system must accord with the sub-division of the work which is found to be most convenient for report, budgeting, etc., and which complies with the educational responsibilities of the local committee.

- (b) A book (or books) of receipt forms on which you record *all* money received, whether as cash, cheque or by other means.

In the larger society, these would be specially printed but in the smaller society, a blank receipt book obtainable from any stationer is adequate. It should provide for copies to be made, preferably by carbon paper, the carbon copy being retained in the book.

- (c) Forms of receipt for use in connection with outgoing payments on occasion when the secretary or treasurer pays out cash to persons or organizations which do not themselves have an official receipt form, e.g., the payment of committee expenses, travelling expenses to students, a gratuity to a caretaker, etc.
- (d) Paying-in book to enable you to pay money into the bank (the C.W.S. or S.C.W.S. Bank, of course!).
- (e) Cheque book to enable you to draw money from the bank. The bank will provide both (d) and (e).

The Receipts and Payments Books

How big a book do we need? Let us consider the requirements of a relatively small society. Standard account books can easily be obtained from a good stationer. Do not be niggardly in making this purchase. After all, it is one of your most important records. It should be of good paper so that the record cannot be tampered with, not easily torn, well bound to remain intact for many years. How interesting it is to go back to records many years old—your book may be an historical record some day! In any case, here is your testimony of how you used and looked after the monies entrusted to your care. So get a strong, substantial account book of good quality.

The number of pages should be adequate, but little is gained by having more pages than are likely to be used say in three or four years. Such a book is heavy to carry—an important point since it frequently happens that the part-time secretary has to take the books from his home to the general office or to committee meetings, etc. Make an estimate from previous records of the number of entries you are likely to make in a single year. This will guide you when making the purchase. If a loose leaf book is used, a bulky book can be avoided since it will be necessary only to keep current leaves in the binder.

Now for the number of columns. This will depend partly on how far you sub-divide your activities. Let us assume you take the pattern from the guidance given in Chapter 4 on preparing a budget. There we used nine main sub-divisions. They were:

Adult Education; Choirs, Drama Groups, etc.; Propaganda; Youth; Staff Education; Administration; Affiliation Fees and Donations; Delegations; Sundries.

This list is a bare minimum. Some of the headings might be further sub-divided. For example, under 'Adult Education' we included Conferences and Lectures; Meetings, Film Shows, etc.; Classes and Study Groups; Guild Rents and Services. Many secretaries and committees would prefer to see at least some of these items separately recorded in the accounts and, to the extent that such sub-divisions are made, to that extent you increase the need for more columns in the cash—which are also your analysis—books. You must consider this matter in the light of your local approach—and, in any case, it is always useful from the accounting point of view to have one or more spare columns for special purposes. In addition to columns for analysis purposes, we must also provide separate columns for recording cash receipts, and for bank receipts.

We suggest then, as a useful minimum, a cash analysis book with 13/15 cash columns—if you have one book for receipts and another for payments, this means, of course, two identical books are required.

Bringing the Books into Use

Having obtained our books, we now prepare them for use. In most standard books we find:

- Column 1 for recording the date.
- Column 2 for narration of the name of the person or organization with short description of the transaction.
- Column 3 for entering a folio number. In our receipts book this will be the receipt form number which will run in series from 1 upwards. In our payments book, it will be the number we give, again in series, to invoices and accounts for payment.

We now come to the cash columns. We should be very methodical in the way we use these. Take the payments book first. We require the first cash column for recording payments made in cash, and the second for payments made from the bank. These are two essential columns. We could, if we wished, use these only and still have an adequate record for the purpose of recording the account. The columns which follow are used only to analyse the entries made in these first two columns. This is their main purpose but they assist us also in balancing the account.

CO-OPERATIVE EDUCATION

Taking the basis of analysis used in Chapter 4 referred to above, we put headings to the cash columns as follows:

Column 4	Amounts paid from cash.
Column 5	Amounts paid from bank.
Column 6	Adult Education.
Column 7	Choirs, Drama, etc.
Column 8	Propaganda.
Column 9	Youth.
Column 10	Staff Education.
Column 11	Administration.
Column 12	Affiliations and Donations.
Column 13	Delegations.
Column 14	(Spare).
Column 15	(Spare).
Column 16	Sundries.
Column 17	Contra.

It is useful if, *as far as it is necessary*, we use similar headings for the Receipt Book using the same cash column numbers, i.e., 4, for money paid into Cash, 5, for money paid into Bank, 6, for Adult Education, 7, for Choirs, Drama, etc., and so on. There are, however, some columns where receipts are very unlikely, e.g., 12, Affiliation Fees, 13, Delegations. We may decide to leave these headings blank—at any rate until an obvious use occurs for them.

An Exercise in Using the Books

On pages 154 and 155 will be found some specimen entries in each book. It will be useful to look at some of these in turn:

PAYMENTS

Item 1 is payment of 15s. for Church Hall for a public lecture. It is made by cheque and is entered in Column 5. It is classified as Adult Education so it is analysed in Column 6.

Items 2 to 5 are payments to lecturers for short courses to women's guild branches. All are paid by cheque, two items directly to the speaker, two to the organizations making the arrangements. The amounts are entered in the bank column and are analysed out as Adult Education.

Item 6 is payment of fee to the conductor of the orchestra: again paid by cheque, entered in the bank column, but in this case, analysed out to Column 7, Choirs, Drama, etc.

Item 7 is a similar item but for youth club leader's fee; analysed out to Column 9, Youth.

Item 8 has small sums for fares made to students attending a Salesmanship class—made in cash, each student signing on the same form for the amount he received. This, then, is our first item in Column 4, amount paid from cash. It is analysed out in the same way, but to Column 10, Staff Education.

Item 9 is payment of annual affiliation fee to W.E.A.—paid by cheque, entered in bank column and analysed out to Column 12 Affiliations and Donations.

Item 10 illustrates a useful point. We hire schools for a variety of purposes. We pay by cheque and we enter the full amount in the bank column, but when we come to the analysis column, we divide the item in accord with the uses to which the rooms were put, part to adult education, part to choirs, part to propaganda, part to staff education, and so on through the list.

RECEIPTS

The same principles are followed in the receipt book, but there are some additional points to note.

As this is the beginning of the account, we enter first of all the amount we had in hand to commence. Part was in cash and part in the bank and we enter the appropriate figures in Columns 4 and 5. We total the items together and find we have £187 7s. 8d. in hand. We extend these items out under Sundries, Column 16.

The second item is a notification from the bank, (usually made as part of the bank statement) that we have been credited with £2 6s. 0d. in Bank Interest. To keep the record straight we make out a receipt form which we number 1. The item is entered in Column 5, paid into Bank and extended to the Sundries, Column 16.

Next is a receipt in cash from the choir for music sold, copies having been provided by the Education Committee—receipt form No. 2, amount entered in Column 4, Cash, and extended to Column 7, Choirs, Drama, etc.

So on through all the items.

There is, however, one entry, both on the Receipts and the Payments side, which calls for special mention; it is item No. 6, on the Receipts side and item No. 11 on the Payments side, 'Contra' Bank to Cash £10 0s. 0d.

We use this method of record when we draw cash from the bank for office use and for miscellaneous purposes. A cheque for 'Selves' is made out. We present it at the bank and have cash

in exchange. In other words, it is a payment from the bank and a receipt into cash. We are not actually better off. The grand total of our funds remains the same, but we have changed the form in which the money is held. So, to balance the two columns we must make a 'contra' entry and the same sum is extended as a payment in one case and a receipt in the other.

The same procedure would be followed when we pay money from our cash box into the bank, except, of course, that we reverse the process: we enter the item in Cash column, 4 on the Payments side and in Bank column, 5 on the Receipts side.

Balancing the Books

A word or two regarding the process of 'balancing the books'. By this means we 'prove' the accuracy of our record and also reveal just how much money should remain after all our receipts and payments have been accounted for.

Take each book separately—as an example, the Payments book first—using the items in our illustrations as far as they go. The principle would be the same whether we balanced the books every week, every month or every quarter. Whether a frequent balancing is required officially or not, we certainly advise the secretary or treasurer to institute a frequent, regular methodical system of balancing his books. It reduces the possibility of error, ensures that items are not overlooked and thereby avoids that terribly nerve-wracking situation of not being able to account satisfactorily for money entrusted to our care.

Look then at our illustration of a Payments book. We total up all the columns. We find we paid out £11 os. 3d. in cash and drew cheques for £60 13s. od. on the Bank. If we total the two items together (on a piece of scrap paper) our total expenditure is revealed as £71 13s. 3d. We 'prove' this figure within the Payments book by adding together (on the same piece of scrap paper) all the extension columns, i.e., 6 to 17, as follows:

					£	s.	d.
Column 6	Adult Education	..	..		10	5	0
7	Choirs, Drama, etc.	..	..		19	12	0
8	Propaganda	..	..	..	6	15	0
9	Youth	..	..	..	7	10	0
10	Staff Education	..	..		7	2	1
11	Administration	..	..		7	1	0
12	Affiliation Fees and Donations				2	2	0
13	Delegations	..	..	..	1	6	2
17	Contra	..	..	..	10	0	0
					£71	13	3

BOOK-KEEPING AND ACCOUNTS

We should find, of course, that the total of these columns agrees exactly with the total of the Cash and Bank Columns. By this means, we satisfy ourselves, that as far as the entries made in this book are concerned, they balance correctly. We have not yet 'proved' that all the items have been entered, nor that the items have been correctly entered. This will come later.

Now we go to the Receipts book and total all the columns here. We find that, in this same period, we received £14 12s. 10d. in cash and £588 10s. 6d. into the Bank. These two items include the balances in hand with which we commenced. The total (on our scrap of paper again) is found to be:

						£	s.	d.
Column	4	Cash	..	..	..	14	12	10
	5	Bank	..	..	..	588	10	6
						£603	3	4

We 'prove' this figure by adding together Columns 6-17.

						£	s.	d.
Column	6	Adult Education	..	..		—		
	7	Choirs, Drama, etc.	..	..		1	12	8
	8	Propaganda	..	..	..	—		
	9	Youth	..	..	..	—		
	10	Staff Education	..	..		1	17	0
	14	Society grants	..	..	..	400	0	0
	15	Bank Interest	..	..	..	2	6	0
	16	Sundries	..	..	..	187	7	8
	17	Contra	..	..	..	10	0	0
						£603	3	4

So the items in this book balance also.

Now to test our books against the money in hand. To do this Columns 4 and 5 in the Payments book must produce the same final total as the same columns in the Receipt book. So (on our scrap paper) we take the total of Column 4, Cash Payments, from the total of Column 4, Cash Receipts, i.e.,

						£	s.	d.
Receipts book	Column 4	..	..	..		14	12	10
Payments book	Column 4	..	..	..		11	0	3
						£3	12	7

EDUCATION DEPARTMENT

SESSION.

1		2	3	4			5			6			7			8		
Date		Details	No.	Cash			Bank			Adult Education			Choirs, Drama, etc.			Propaganda		
Sept.	8	Rev. Smith, Hire Hall	1				15	-		15	-							
		1 Speak. W.G. Lect.	2				1	1	-	1	1	-						
		W.E.A. W.G. "Lecturer"	3				1	1	-	1	1	-						
		N.C.L.C. W.G. Lect.	4				1	1	-	1	1	-						
		W. Baton, Conductor	5				1	1	-	1	1	-						
		A. Thompson, Leader	6				15	-	-				15	-	-			
		Mis. Students' Fares..	7				7	10	-									
	12	W.E.A. Affil. Fee ..	8	2	13	1												
		L.E.A. School Hire ..	9				2	2	-									
		Bank to Cash.. ..	10				21	2	-	5	6	-	4	12	-	6	15	-
		I. Tappit, Typist ..	C				10	-	-									
		I.M. Helpful Sect. Con.	11	7	1	-												
			12	1	6	2												
		Totals carried forward		11	-	3	60	13	-	10	5	-	19	12	-	6	15	-
		Balance in hand ..		3	12	7	527	17	6									
				14	12	10	588	10	6									
Sept.	13	Totals brought forward		11	-	3	60	13	-	10	5	-	19	12	-	6	15	-

EDUCATION DEPARTMENT

SESSION..

1		2	3	4			5			6			7			8		
Date		Details	No.	Cash			Bank			Adult Education			Choirs, Drama, etc.			Propaganda		
Sept.	1	Balance in hand ..	b/f.	1	3	2	186	4	6									
	7	Bank Interest ..	1				2	6	-									
		Choir, music purchased	2		16	8							16	8				
		Salesmanship class ..	3	1	17	-												
		Half-yearly grant ..	4				400	-	-									
	12	Torkin W.G. Drama Tickets	5		16	-							16	-				
		Bank to Cash.. ..	C	10	-	-												
		Totals carried forward		14	12	10	588	10	6				1	12	8			
Sept.	13	Totals brought forward		14	12	10	588	10	6				1	12	8			

SESSION.....19../....

PAYMENTS

8 Propa- ganda	9 Youth	10 Staff Educa- tion	11 Admin- istra- tion	12 Affil. fees & Dona- tions	13 Delega- tions	14	15	16 Sundries	17 Contra
	7 10 -	2 13 1		2 2 -					
6 15 -		4 9 -							10 - -
			7 1 -		1 6 2				
6 15 -	7 10 -	7 2 1	7 1 -	2 2 -	1 6 2				10 - -
6 15 -	7 10 -	7 2 1	7 1 -	2 2 -	1 6 2				10 - -

SESSION.....19../....

RECEIPTS

8 Propa- ganda	9 Youth	10 Staff Educa- tion	11	12	13 Delega- tions	14 Society Grant	15 Bank Interest	16 Sundries	17 Contra
		1 17 -				400 - -	2 6 -	187 7 8	
									10 - -
		1 17 -				400 - -	2 6 -	187 7 8	10 - -
		1 17 -				400 - -	2 6 -	187 7 8	10 - -

This is the amount of *cash* we should have in hand. We check our cash box and if the amount agrees—as it should—then we have kept our books correctly as far as cash is concerned. If it does not, then we must search our books for possible errors of entry, or our memories and other records, for items either of receipt or payment not properly recorded. When we reach a balance (except, of course, in the case of compensating errors) we have ‘proved’ our cash columns.

Now, by a similar process we ‘prove’ our Bank figures.

On our scrap paper again we deduct our bank payments from our bank receipts:

			£	s.	d.
Receipt book Column 5, Bank	..	..	588	10	6
Payments book Column 5, Bank	..	..	60	13	0
			£527	17	6

Therefore, according to our books we should have £527 17s. 6d. in the bank. To test this properly we need a statement from the bank. If it is an official balancing period, we would ask the bank for this. If it is an interim balancing which we are making, then we would probably rely upon our own figures pending receipt of the bank statement. Let us assume, however, that we get the bank statement. We may find it disagrees with our books, but closer examination probably reveals that Mr. Thompson has not cashed his cheque of £7 10s. 0d. for leader’s fee or Rev. Smith his for 15s. paid for hire of church hall. So we deduct any such items from the bank total, and we should now find that our books, and the bank statement, agree.

If they do not, we must make still closer scrutiny of every entry. Have we entered all the figures correctly? Has the bank made an error—they do not often, but it is possible. We may discover by careful checking that the bank has credited us with interest which we have not noted in our books, or has debited us with the cost of the cheque book and again, we have not included this item in our payments.

By careful check we arrive at the correct balance and we ‘prove’ that our books relating to bank entries are properly in order.

So we come to the situation—not really so difficult as it sounds—where we ‘prove’ that our balances in hand are correct. We then

enter the two balancing figures in the Payments book and bring the grand total of Columns 4 and 5 into line with the grand totals of the Receipts sides. Draw a line across. If the balancing relates to the end of the financial period, start again by entering the 'Balances in Hand' as the first new item on the Receipts page. If the balancing exercise has been an interim one only, then it is advisable to re-enter the totals of each column as the commencing items. See illustration on pages 154 and 155.

Invoices, Receipts and Vouchers

Most secretaries, or treasurers, take over an accounts filing system which has been established over a number of years and it may be just a matter of filing the primary records on lines already laid down. Invoices need a separate file so that they are easily accessible for the auditor and they should, of course, be numbered and filed in the order of payment for quick checking against items entered on the Payments pages.

As previously recommended, a receipt book for incoming cash should be maintained from which a receipt should be issued for all items received. The form of duplicate receipt made with carbon paper, is the most convenient form of receipt to use.

Most of the items of payment will be made by cheque and on presentation at the bank, this becomes its own receipt. A separate receipt form may be needed for certain times paid in cash, e.g., payment of committee expenses, students' fees, etc.

Reporting the Analysis of Expenditure

A problem for the person responsible for the books is to keep his committee informed about the amounts and the rate of expenditure without creating a lot of unnecessary paper work.

A suitable method is to prepare a duplicated form, which gives the main headings of expenditure, corresponding to the columns in the Receipts and Payments books. On each occasion when a report is made to the committee, the up-to-date total from the appropriate columns is entered against each item. If, on the duplicated portion of the form, details are included of the amount budgeted for relative to each of the main items of expenditure, this establishes a useful check and keeps the committee well informed of the financial position. Reports of this kind are sometimes given monthly, sometimes quarterly—the practice followed will, of course, be decided by each committee. A suggested layout is given on the next page.

CO-OPERATIVE EDUCATION

SESSION 19.../... EXPENDITURE TO DATE STATEMENT SUBMITTED TO EDUCATION COMMITTEE

.....19....

Receipts	Cash Book Folio	Activity	Payments	Net Expenditure	Provided in Budget
£ s. d.			£ s. d.	£ s. d.	£ s. d.
	6	Adult Education ..	10 5 0	10 5 0	196 11 11
1 12 8	7	Choirs, Drama, etc. ..	19 12 0	17 19 4	25 17 2
	8	Propaganda ..	6 15 0	6 15 0	78 12 6
	9	Youth ..	7 10 0	7 10 0	181 8 9
1 17 0	10	Staff Education ..	7 2 1	5 5 1	92 7 6
	11	Administration ..	7 1 0	7 1 0	148 15 0
	12	Affil. fees and Dona- tions ..	2 2 0	2 2 0	12 15 0
	13	Delegations ..	1 6 2	1 6 2	27 0 0
	14				
	15				
	16	Sundries ..			15 0 0
3 9 8		TOTALS ..	61 13 3	58 3 7	
Receipts not credited to a specific activity					
400 0 0	14	Society Grant ..			
2 6 0	16	Bank Interest ..			
187 7 8		Balance to commence..			
593 3 4		Total Receipts ..			
61 13 3		Deduct payments as above ..			
		Balance to End			
		Cash in secretary's hands	3 12 7		
		Cash in Bank ..	527 17 6		
531 10 1			531 10 1		

Preparing the Half-yearly Statement of Accounts

It would facilitate comparisons if all Education committees, large and small, adopted a uniform and 'functional' system of presenting their accounts. This would enable members of the society to get an immediate picture of the educational programme and the balance of expenditure between one service and another. Sectionally and nationally it would be invaluable in planning new developments and arranging to service the real needs of Education committees.

We emphasize the value, indeed, necessity, to classify expenditure in accordance with function. For example, the accounts would not contain a general item for 'rents' because the items for rents would be divided in accordance with the activities. Rent for a Women's Guild branch would be included under the relevant section in activities for adult members, rent for a Youth Club would be included in activities for children and youth, and rent for the meeting place of

the Education committee would be included in administration.

Occasionally it happens that it is not possible to indicate precisely how much of an item such as rent, ought properly to be debited to each activity. In such cases it is justifiable to make fair division on the basis of commonsense.

The Account with the Bank

The Education committee will usually have its own banking account which will be either with the C.W.S. or S.C.W.S. Bank. A chat with the bank officer concerned will tell you all you need to know about its operation.

The committee must decide by recorded resolution the signatories to cheques. It is usually considered convenient for the power of signing to be conferred on all the officers—chairman, vice-chairman, secretary, etc.—with the requirement that any two signatures, one of which should be the secretary's, be made sufficient to operate the account.

The bank passbook is usually in loose-leaf form and the bank sends a statement of your balance at regular intervals—in the case of larger accounts, every month. The immediate task on receiving the pass-book statement is to reconcile it with your accounts in the manner discussed above.

Make it a rule to pay as many of your accounts as possible by cheque. Even when the amounts are less than £1 it is worth the twopence that the cheque costs not to have the bother of handling the actual cash. It is surprising how many folks take the trouble to go to the Post Office to buy a postal order for 2s. 6d. when it costs no more to draw a cheque for that sum.

Sources of Help

In the general office of every Co-operative society there are people who are experts in book-keeping and a word with the chief official will usually secure any advice which the secretary/treasurer may need. In smaller societies, Education committees might examine the possibilities of getting a member of the clerical staff to give practical help.

It is vitally important that the secretary/treasurer should be methodical in all his duties—in the handling of cash, the making of records, etc. Never let financial matters 'hang about'. Deal with payments, transfer money into the bank, issue bills and deal with all other financial matters without delay. The routines you adopt must have no exceptions. Be so methodical that, even if you are only paying a 3d. bus fare to a colleague you have known for years, you secure, in some form or other, the relevant receipt.



CHAPTER 17

ABOUT THE EDUCATION COMMITTEE

The focal point for Co-operative education is the retail society. The rules and methods of organizing local Education committees. The size of the committee. Methods of election, and qualifications of members. The status of Education committees. The appointment of the secretary. Other appointments. The frequency and duration of committee meetings. The quorum. The use and abuse of sub-committees. Fees and expenses to be paid to committee members. Representing the committee on other bodies. The joint committee for staff education. The relationship of a committee to its secretary.

ABOUT THE EDUCATION COMMITTEE

THE effective governing point of Co-operative educational work is the local Co-operative Education committee. Of these we have about 500 throughout the British Co-operative movement. Unless they are properly organized and the members of them have clear conceptions of their duties and responsibilities, no matter how well the national provisions are planned, the work will fail. It is worth while, therefore, for those who wish to further the aims of the Co-operative movement and of its educational provisions, to check over the position of the committee within their own society. This may be far more productive of good than laying down 'constitutional straitjackets' (as one prominent Education secretary has termed them) for all societies, large and small, throughout Great Britain.

The Rules Governing the Education Committees

The rules setting up the Education committee differ from society to society, but one thing they all have in common—it is that a sum of money is set aside from the trading surplus which must be used to provide members with what are loosely described as 'educational' facilities. The rules may, indeed they usually do, set out the purposes in very general terms—this handbook is mainly concerned with ways in which progressive Co-operators may interpret those terms.

The local rules also lay down the Education committee structure, and in many societies, in addition to the points required by law to be included in the rules of the society, there is a separate constitution to guide the working of the committee. A copy of the constitution can usefully be pasted in the back cover of the minute book, and care should be taken to see that every member of the committee, particularly if newly elected, has a copy.

In general, there are three methods of committee organization: an Education committee elected directly from and wholly by the members of the society; a committee consisting partly of representatives of the general membership but including representatives from recognized Co-operative bodies within the society, e.g., the Board of Directors, the auxiliaries, the employees, et cetera; and a

sub-committee of the Board of Directors. Each of these systems can claim its merits, but more important than the machinery is the quality and quantity of educational activity it produces.

An active Co-operator should see that the following is the accepted basis for working:

- (a) that Co-operative education is accepted and demonstrated as an integral part of the work of the society;
- (b) that there is a working partnership based on mutual respect and confidence, between Co-operative educationists, members of the Board of Directors and the chief officials;
- (c) that methods are devised within the framework of the rules of the society to secure that working partnership.

The Size of the Committee

In Professor Hall's 'Handbook for Members of Co-operative Committees', it is suggested that where a separate committee for educational purposes exists, it should consist of about nine persons in the case of small societies and that the numbers increase with the size of the society. Should size be the determining factor? A large society with a well-developed system and a full-time secretary may require less work from its committee members than a small society which demands a good deal of voluntary work. The greatest difficulty is caused, not by the number of members on a committee but by the number of passengers. The aim should be a compact committee with enough members to lighten the labour by sharing it 'to each according to his ability'. Not less than six and not many more than twelve, would seem to be guiding figures, but the deciding factor will be local needs and conditions.

Geographical Demands on a Committee

It has already been stated that a committee must determine its programme so that it serves all areas within the society. In some societies this has led to decentralized area administration. One society has retained its central Education committee but has three electoral areas, each of which elects five representatives. The impression is gained that parochialism can nullify the advantages that might be obtained and it is a danger to be watched.

Another experiment on area representation lines is going on in a society where amalgamations over the last half century have developed the society to such an extent that it covers the greater part of a whole county. To ensure that all the funds do not go on activi-

ties at the centre, a plan of decentralization has been introduced. The society has been divided into ten areas, each having as a natural centre a town which is well served by transport facilities. An area Education committee is elected by members within each area. Voting takes place at the shops as well as at the area meetings of the society. The chairman of each area committee serves on the central Education committee together with two Board of Director's members. Thus we have, in effect, an Education committee totalling fifty-two persons, with an 'executive' of twelve. The interesting thing about this decentralisation is that each area committee has an annual grant which it may spend without reference to the main committee.

Methods of Election

As indicated earlier the committee may be elected in its entirety by the members, or it may consist of elected members plus those appointed or nominated by the auxiliaries and Board of Directors.

In very few cases does the whole committee come up for re-election simultaneously. It is frequently the practice for each member to have a three-year term, a third of the committee coming before the members for re-election each year.

What qualifications should members have before permitting their names to go forward for election? At least they must demonstrate in a tangible way their acceptance of Co-operative ideas, and that they are loyal trading members of the society. To measure this many societies operate a spending qualification. Thirty pounds to be spent in one year seems to be typical of the rule which operates in many societies—although this may be a poor test of loyalty at the present time.

Beyond the question of trading loyalty, further qualifications are needed for a person to justify election as an educationist. At the head of any list would be the important qualities of an interest in educational activities and in Co-operative affairs with a willingness to feed that interest by continually reading about and studying aspects of the work of a Co-operative Education committee. That a committee member should be a sincere and convinced Co-operator goes without saying.

In some areas there is difficulty in securing the right types of candidate. Some sources of supply which should be examined in this connection might be Co-operators among local members of the National Union of Teachers, or on the staff of the L.E.A., or members of movements which have aims similar to our own. It is useful if nominees can be made known to the members prior to the elec-

tions, and it is not sufficient for members to be faced with just the names of the candidates. At least there should be a short biographical note printed and the *Home Magazine* makes a good medium for its publication. A public conference just before elections, at which all candidates for both Board of Directors and Education committee are asked to say a few words, is another way of making candidates known.

The Status of the Education Committee

Each in its own field, an Education committee should rank as an equal with the Board of Directors. However, the fact that the Board of Directors is the legal executive of the society and that the powers and activities of other statutory committees of the society are more limited, may give rise to a feeling among Co-operative Education committees that they must accept domination from the Board of Directors. The answer to this is not to stand on our dignity, or to demand equal rights and privileges, but rather to show by our results that our work is equal in importance to the work of any other section of the movement. It is more a question of stature than of status. A little man gets no bigger, however loudly and effectively he proclaims his size, but a giant needs no advertisement to be clearly seen by all.

Responsibility to Members

No matter which form the Education committee takes, its responsibility ultimately, is to the members and to the members' meeting. It is not sufficient to blame the members for 'apathy' in not attending the society's meetings or the events organized by the committee. It is the committee's job to seek ways and means of discharging their responsibility effectively.

In seeking to measure the work of a local Education committee, a first check can be made on the committee's report. Take sample reports over the past five years and compare them. If they all look alike and read alike then it is time some variety was introduced into both the content and the presentation. The written report to members is, of course, entirely dependent upon the quantity and quality of the work done, and the most brilliant writing and most attractive layout cannot compensate for lack of achievements.

Special efforts should be made, in addition to the Society's meetings, to inform the members about educational activities. The *Home Magazine*, employees' journals, letters to auxiliaries, classes and groups should all be used as lines of communication.

The Responsibilities of Committee Members

What constitutes a good committee member? The best short answer is 'one who pulls his weight'. He must accept responsibility for making decisions and discharge his duties efficiently. This is not as easy as it sounds. So many committee members consider matters only when they reach that particular item on the agenda in the meeting. This is not enough. If an agenda and supporting papers are received prior to the meeting, the committee member should go through them very thoroughly at home, and make marginal notes to help him, when at the meeting, to make effective contributions.

In addition to general responsibility for all the work undertaken, it is helpful if each committee member undertakes a responsibility for a special interest. For example, one person could specialize his interest so that he is primarily concerned with youth matters and he should be given the opportunity to familiarize himself with all the aspects of his 'ministry'. Youth journals received by the committee would go to him; he would have copies of text-books on youth work, together with other youth publications of the Co-operative Union. With this kind of specialization, he is in a better position to help the committee when youth matters are discussed and he can be of great service to the Education secretary when youth activities have to be arranged.

Other possible divisions of labour are:

- (a) Class work for adult members (including knowledge of the work of the L.E.A., W.E.A. and N.C.L.C. and regular contacts with the class students).
- (b) Staff education (including knowledge of provisions of Co-operative Union Education Department, L.E.A., and Technical Colleges).
- (c) Films (including knowledge of technicalities of projectors and projection, catalogues, film journals and film societies).
- (d) Choral work (including concert organization, publicity, transportation problems, the practices of musical festivals).
- (e) Youth work (as already exemplified).

Each committee member should be familiar with the standing orders of the meeting he attends and of business procedure.

Once a decision has been made, each member should loyally abide by it and do his best to put it into operation. On matters of conscience and of principle a member is entitled to reserve the right to have, and express, a minority opinion, but matters of this nature

are few. Collective responsibility makes for good team work, and a good democratic committee member is one who can be big enough to work for the success of a majority decision after being defeated in the debate.

Appointment of Secretary

Probably the most important single decision to be made by any committee is that of appointing the secretary. This officer carries so much of the responsibility for the execution of the work decided upon by the committee that failure to appoint the right person may often mean the failure of most, if not all, the work of the committee.

A number of committees are still compelled by the rules to elect a secretary from among their own members. This method is long out of date, and with the profoundest respect and admiration for the enormous amount of work which has been performed by such persons in the past, we feel the quantity and quality of the work today now demands the attention of an officer who is selected because of his technical ability to cope with it.

An admirable method is to secure the appointment of a competent member of the staff, preferably the secretarial staff, to carry forward Education committee business with full use of the society's secretarial facilities and in the society's time. If such an appointment is not possible, the job should be advertised widely and full information given concerning duties and the remuneration to be paid. In these circumstances also particular attention should be given to making the post known amongst the society's employees, especially those employed in the society's offices.

Application is preferably made on a prepared form, the details of which should be drawn up in consultation with the chief officer of the society. A short list of candidates should be selected by a sub-committee, but before that is done arrangements should be made for the Sectional Education Officer to see all the application forms and give his advice. Five candidates will usually be sufficient for the short list.

We will not outline the techniques for interviewing candidates for appointment, but the following pamphlets might be of assistance in giving general guidance on appointment practice and procedure:

Interviewing for Selection

Published by the National Institute of Industrial Psychology
14 Welbeck Street, London, W.1.

Selection and Placement

Published by the Institute of Personnel Management,
Management House, Hill Street, London, W.1.

ABOUT THE EDUCATION COMMITTEE

The Selection of Executives and Supervisors

By JOHN MUNRO FRASER

Published by the National Institute of Industrial Psychology.

When the appointment is to a post of substantial size and responsibility, and especially if the Education secretary is to include technical training in his duties, it is helpful to secure the interest of the trading side of the society. To this end the appointing committee might be given authority to invite the president of the society, the chief officer and other suitable representatives to attend when the short list is being chosen and at the interviews.

Some training will, of course, take place 'on the job' and the advice and help of the sectional education officer can be of great assistance, of which full advantage should be taken.

It is a valuable experience if a newly appointed secretary is given the opportunity of attending the Education secretaries' summer school organized by the Co-operative Union.

Other Appointments

From time to time a committee has to appoint tutors, instructors, etc., to do spare time and part-time work, and in doing so should make sure that the remuneration and conditions compare favourably with those for similar positions offered by other bodies. The L.E.A. is a good source of reference. Further guidance, especially on practices in the societies, can be given by the S.E.O. To good conditions of service, committees should hope to get the same spirit of vocation which animates the committee member. One of the conditions of employment which is sometimes forgotten in the case of part-time employees is the requirement of due notice from either side for the termination of the job, and committees are sometimes faced with a good deal of trouble through the unexpected departure of part-time helpers such as teachers, choir conductors, youth leaders, et cetera.

Frequency and Duration of Meetings

It is possible for committee members to delude themselves that committee meetings held frequently and lasting a long time are all that is needed for satisfaction in educational work. It is, however, better to spend the minimum of time talking about the work and the maximum time doing it. There is no virtue in having meetings for meetings' sake and, if the committee finds that it gets through all its business on occasion with expedition in half an hour, no useful

purpose is served in prolonging the discussion in order to fill out the time.

For most societies a fortnightly meeting will be sufficient, and this should be held on the same night of the week on the basis of every other week or, say, 'first and third Tuesdays in the month'. Some societies find it necessary to meet weekly; others meet monthly. Generally speaking, no meeting should last more than two hours and committee members should train themselves to keep to the point in order that time is not wasted.

A committee which is working as a team will be fairly flexible. There are periods in the educational programme when there is a need for quite a number of decisions to be made and, at such a period, it should be possible for the committee to meet more frequently. When the lull comes, meetings could be spaced out more than usual. This applies particularly to the months of July and August.

One of the main faults of conscientious committee members is to pay too much attention to details. Let the committee decide on its policy, but once the main lines of action have been laid down, delegate the details to the officers concerned.

The Quorum

A quorum is the minimum number of persons required by rule or practice who must be present to enable business to be transacted.

The object of a quorum is to avoid the passing of controversial business by a handful of committee members who may be of a mind contrary to the remainder of their colleagues. In practical experience of Co-operative Education committees such occasions very rarely arise, but the possibility should be provided for. When fixing the number for a quorum, the usual provision is for half of the committee, plus a chairman, but the society's rules should be consulted. A committee where the right Co-operative spirit exists may be extremely flexible about the powers that it gives to its officers to proceed with matters, even of policy, provided that these things fall within the framework of the annual programme.

The Use and Abuse of Sub-Committees

Many Education committees, particularly those responsible for a large amount of educational work, appoint standing sub-committees to be responsible for certain sections of the work. Some sub-committees are finance, adult education, cultural activities and youth work.

ABOUT THE EDUCATION COMMITTEE

Another device sometimes used to expedite the work of the committee is the appointment of *ad hoc* sub-committees for a specific function like Co-operative Day, i.e., a sub-committee is appointed for that special job and is then disbanded.

The purpose of a finance sub-committee is akin to that of the Treasury within the Government. It not only has to allocate funds but it acts as a watchdog to see that one activity does not overspend to the detriment of the others. In some committees, the chairman and secretary act as an informal finance sub-committee and accept the responsibilities of keeping a rein on the funds and making the committee aware of the financial implications of all projects. The other sub-committees mentioned are self-explanatory by their titles and their purpose is to give detailed consideration and make recommendations regarding the activities within their care to the main committee and thus save time.

This departmentalization of the work can help forward main committee business if used correctly, but, on the other hand, it can waste more time than it saves. To be effective, the reports of the sub-committees must be brief, containing only recommendations, not the pros and cons which led to them. In nine cases out of ten, if the sub-committee has done its work satisfactorily, and it has the confidence of the other members, the recommendations will be approved by the main committee *without further discussion*. Time is wasted when the full committee insist on travelling again the road taken by the sub-committee.

Unless specific powers are given, no action can be taken on a sub-committee's decision. It goes to the main committee as a recommendation and only when accepted can action be started. This may take more time than if the issue went before the main committee in the first place and was decided by all members.

Fees and Expenses to be Paid to Committee Members

The rules of most societies lay down that committee members can be paid only such sums as are specifically approved by the general meeting of members.

If expenses are to be paid it has been found better to lay down a fixed scale rather than let each individual make his or her own. The amount of such a scale varies from society to society as do also the regulations governing the method of alteration. In many cases the amount is one which is applied to all the committees of the society.

CO-OPERATIVE EDUCATION

Representation on Other Bodies

Each committee member must be prepared to accept his share of the responsibility of representing the committee on outside bodies. The more usual commitments are with the District Joint Education committee, the W.E.A. and the local Youth committee.

Outsiders judge not only the local society, but the whole of the Co-operative movement by the qualities displayed by the one representative with whom they come into contact. It is therefore necessary to play a full part on outside committees and avoid being a 'passenger'. The point of view put forward should be that of the Education committee and not merely a personal one. Where his experience tells him there may be controversy and he is not certain of the point of view of his colleagues, he should get instructions from the committee. He should not commit his committee to expenditure without first obtaining their assent, or, in very exceptional circumstances where immediate decision has appeared necessary, he should report the facts at the earliest moment to the responsible officer of the committee and secure committee approval with all speed. He should take a pride in the way in which he reports back to the committee. For the record, it is useful to have a written report given to the secretary and the oral report given to the meeting should be brief and factual.

The Joint Committee for Staff Education

A committee member serving on a joint committee for staff education has two responsibilities: to see that the educational aspects of the work are not submerged in a preoccupation with training and to contribute to the committee in such a way that it increases the respect of other sections of the society for educational work.

This committee is different from a sub-committee inasmuch as it reports back to both the Board of Directors and the Education committee. In practice, the decisions of the joint committee usually rest on the assent of the Board and, in many ways, the joint committee exists in its own right rather than as a subsidiary of the statutory committee.

Education committee members serving on joint committees for technical education should make a special study of the Co-operative Union's Prospectus and familiarise themselves with the technicalities of all the provisions made by the Union, including the short practical courses and provisions at the Co-operative College. They should also keep close contact with the employees so that they may be aware of the actual conditions, needs and difficulties of the average Co-operative employee.

ABOUT THE EDUCATION COMMITTEE

The Education Committee Member and the Full-time Secretary

The Education secretary is, and ought to be, more than an impersonal clerk. He is usually a convinced Co-operator who, because of his constant contact with Co-operation is an expert in its affairs and has a contribution to make towards its fulfilment.

For these reasons, an Education committee member should look upon the secretary as a leading member of the team rather than as an automaton for carrying out the decisions of the committee.

When it comes to representing the society at conferences and conventions, the secretary should be considered as a member of a team and his special knowledge should be used to the full.



CHAPTER 18

EDUCATION COMMITTEE PROCEDURE

Officers of the Education committee. The chairman, his qualities and duties. The vice-chairman. The treasurer. Standing orders and what they cover. Methods of voting. Controlling the speakers. A typical agenda. The minutes. Presenting the financial report and authorizing payments. Correspondence. Work in progress. Reports from delegates and representatives. Other appointments. The rota system.

EDUCATION COMMITTEE PROCEDURE

THE difficulty in outlining the duties of the people who comprise the Education committee is the tendency to give counsels of perfection. The chairman 'should do' this, the secretary 'should be able to do' that, with the result that no Co-operative committee could fill all the specifications, standards or programmes outlined. In practice, as a committee sits round the table and deliberates, each gains knowledge about the others' foibles, pet theories, prejudices, special interests and capabilities. The good committee is not one wherein each member plays his part to perfection, but one in which mutual understanding enables conscientious people to obtain the best results, by combined efforts, from their qualities or lack of them, from their weaknesses as well as strengths.

The part played by the officers in securing this result is a large one. The lead they give sets the pace for the whole committee.

The Chairman

The usual procedure is for the chairman to be elected annually, by and from the Education committee members, at the meeting immediately following the society's elections. The election is usually conducted by the secretary, who takes charge of the meeting temporarily until the appointment has been made. In many cases the vote is taken by show of hands, but in some cases it is more satisfactory to have a secret ballot. Although the chairman may come up for re-election each year, there is a tendency in some societies for the same chairman to be returned year after year. Other societies have a time limit, after which it is customary for the retiring chairman to stand down for a period.

Another practice is for the chairman to serve for one year only and it is considered an honour, like the Mayor, or Provost, for which members should take their turn in order of seniority.

The ideal chairman has a number of special qualities, including tact, patience and tolerance, decision and leadership. In practice, the chairman may be gifted with some of these qualities, but will need to school himself to cultivate the others as he gains in experience.

He performs a dual function. On the one hand he has to give a lead to his team and, on the other, he has to preserve impartiality in governing the committee's discussions.

The ideal position is for the chairman to 'lead from the rear'. See that the issue is clearly stated and clearly understood, let the

members discuss it and then add an opinion only when it is really necessary.

An important responsibility of the chairman is one which we find difficult to describe and one which does not appear in text-books on the subject. It falls to the chairman to 'create the atmosphere' of the meeting. A good Co-operative atmosphere not only gets things done but makes attendance at committee meetings a pleasure rather than a burden. When a chairman enjoys the confidence of his committee, it is possible to cut down considerably on the routine work by between-the-meetings consultations between the chairman and the secretary. In many cases it is possible for the secretary to go ahead with preliminary work under the authority of the chairman and thus save time at meetings.

One question which the chairman should put to himself at regular intervals is 'do we waste time at committee meetings?' for he has the power to avoid time-wasting. Punctuality in starting becomes a habit. It is a useful arrangement for the chairman and secretary to meet, say, fifteen minutes prior to the meeting's commencement to go over together the items on the agenda to ensure that the chairman is familiar with the detail and to enable him to give some, if only brief, forethought to the questions. This arrangement does help to ensure promptness in starting. It takes more skill to finish at a certain time, but a committee soon gets into the habit of efficiency if the pattern is set from the chair. The chairman needs to make a rough timetable for the meeting as soon as he has been through the agenda with the secretary and in this way he can ensure that unimportant things are not discussed for so long that important things get scanty treatment.

By going through the business first with the secretary the chairman gets a clear picture of the whole and can guide the meeting more effectively. At the same time, he should agree with the secretary on the items of correspondence which are not important enough or sufficiently relevant to be read and discussed in full.

It is the chairman's job to present his committee's report and balance sheet at the meetings of the society. How not to do it is to give no thought to the matter until the president calls upon the 'chairman to present his report', and stand on the platform and read odd headlines and paragraphs from the printed report which every member of the audience can read for themselves. Each presentation is an occasion and the chairman is justified in shining when the limelight is upon him.

With a little preparation a speech can be made which adds interest

EDUCATION COMMITTEE PROCEDURE

to the report and does not merely repeat it. The opening comment should always highlight the most important results which the committee has achieved. 'Give the news in the first paragraph' is elementary journalism, and is also valid for the presentation of a report. Avoid general appeals for support. These tend to weaken the force of the committee. Rather extend an invitation to attend certain functions as though you are giving a privilege. Avoid excuses for failures, especially of the type that indicate that a magnificent committee has done everything and a miserable membership has failed to respond. *Qui s'excuse, s'accuse*—he who excuses himself, accuses himself!

It is unnecessary to reiterate the general rules of business procedure and debate. Every chairman should keep a copy of 'The A.B.C. of Chairmanship' by Sir Walter Citrine, for reference.

The Vice-Chairman

The vice-chairman, from the nature of his office, is usually unobtrusive and his work is seldom obvious. He takes the chair when the chairman is absent, but this contingency rarely arises. Where chairmanship changes annually, some committees have the tradition of making the retiring chairman the vice-chairman in the following year so that he can aid and guide the new chairman. Another method is that the vice-chairman is appointed to serve an apprenticeship before becoming the chairman.

It is helpful if the vice-chairman takes on some of the behind-the-scenes work that falls usually to the chairman, such as acting as unofficial auditor, keeping an eye on expenditure and checking it against budget allocations. It is not usually necessary to call him into consultation with the chairman and secretary over every matter which arises between meetings as this would lose much of the advantage of speed that the other two officers can employ, but the chairman and secretary should consult him on important issues.

The Treasurer

The main purpose of having a separate treasurer is for him to act as a check on the money being disbursed and to relieve the secretary of some of this work. In most cases, however, it is the custom and it is better for the Education secretary to act as treasurer as well. This avoids a certain amount of duplication of work and in practice it has proved quite a satisfactory arrangement.

Where a treasurer is separately appointed, it is his job to keep the accounts, including the bank account, prepare interim financial

CO-OPERATIVE EDUCATION

statements from time to time for the committee, prepare the annual financial statement and give all the necessary information to the society's auditors.

It is not usually the treasurer's job to pay bills or to correspond with creditors or debtors. These tasks are performed by the secretary. Accounts should be paid as soon as convenient following their presentation and the treasurer should prepare the necessary cheques and enter them in his books against a list drawn up by the secretary and authorized by the full committee. The authorization list should be countersigned by the chairman and retained as evidence in case it is called for by the auditors. When the cheques have been drawn, the treasurer should see that they are signed in accordance with the bank instructions, and then handed to the secretary for despatch.

The Standing Orders

Standing orders are the rules governing the conduct of meetings. If every member knows the rules applicable to the Education committee, a lot of time wasting can be eliminated. The rules are there for guidance and should not be interpreted so strictly that they tie up the procedure in red tape.

The following items should be covered by the standing orders: the convening of the meeting; election of officers; the business to be conducted; rules and time limits concerning the moving of resolutions; methods of voting; amendments and addenda; closure of debate; suspension of standing orders.

Methods of Voting

Many decisions are taken by Education committees without a formal vote and, if a committee is working together well, this is quite satisfactory. The standing orders usually allow for voting by show of hands except in the case of elections, selection of members for delegations, etc.

Where a secret ballot is held, the secretary should prepare and issue the voting slips unless special tellers have been appointed (and this is unusual in committees) and, together with the chairman, count the votes. When the result has been declared, the secretary should destroy the papers.

A good chairman will 'get the feel' of the meeting and bring it to a unanimous vote if possible. When a decision has been made it is not usual to record in the minutes that it was 'carried unanimously' or give the voting figures, unless the matter is one which

EDUCATION COMMITTEE PROCEDURE

may be reopened and where the voting position may become relevant. The more informal the procedure is 'in committee' the more onus is thrown on the chairman to use his judgment in getting the business through instead of relying on the rules of debate to set the pace.

When persons have been nominated for office or for a delegation the chairman needs to be particularly tactful in taking the vote. Very often there is a tendency once one name is before the meeting to accept it, because nobody likes to move another in case it is interpreted as antagonism to the first. The chairman should not be stampeded into conducting the vote with only one nominee, and this situation can be often avoided by the manner in which he invites nominations.

Controlling the Speakers

In most committees, discussion precedes the motion for action and does not follow it. Incidentally it is rarely necessary for a proposal to be formally seconded in committee unless it seems clear that the matter has the support of the proposer only. In a larger meeting a seconder is essential.

Orderliness in public debate arises from the fact that each speaker addresses the chair and rises to his feet to do so. In committee, although the chair is addressed, the fact that the members remain seated very often means that talk goes on between members across the table and not to the whole meeting and this affects the pattern. Interjected remarks cannot be avoided, and indeed, may sometimes be useful to help the committee to reach its decision, but for sustained comments the correct procedure should be observed. Committees should be businesslike and a good chairman can control his meeting quite firmly without losing anything from the friendliness of the occasion.

A Typical Agenda

Here is a specimen agenda:

Education Committee

Meeting to be held in the Small Co-operative Hall,
Plunkett Street, on TUESDAY, 3RD MARCH, AT 7 P.M.

-
1. MINUTES OF LAST MEETING.
 2. QUESTIONS ON MINUTES OR MATTERS ARISING NOT INCLUDED ELSEWHERE IN THE AGENDA.
 3. FINANCIAL STATEMENT
(including bills submitted for approval of payment)

CO-OPERATIVE EDUCATION

4. CORRESPONDENCE:
 - (a) From Co-operative Union.
 - (b) From the Editor, *Home Magazine*.
 - (c) From the local Labour Party.
 - (d) Miscellaneous.
5. REPORTS OF WORK IN PROGRESS;
(or, if sub-committees are in being, of sub-committees):
 - (a) Class on Furniture and Decoration. Mrs. Younghusband.
 - (b) Youth Club. Mr. Chattaway.
 - (c) Junior Choir. Mr. Barry Tone.
 - (d) Annual Outing for aged members. The Secretary.
6. REPORTS OF DELEGATIONS:
 - (a) District Joint Education Committee. Mr. Gilder.
 - (b) Week-end School at Oxbridge. Mrs. Younghusband.
7. APPOINTMENTS:
 - (a) One to attend Women's Guild Birthday Tea.
 - (b) Invigilators for examinations:
 - 17 April—Introduction to Co-operation.
 - 19 April—Salesmanship and Commodities.
 - 29 April—Book-keeping, Stage I.
8. ANY OTHER BUSINESS.

Minutes of the Previous Meeting

In most Education committees, the minutes are read, but the practice of duplicating them, often with the help of the general office, can save considerable time in the meeting.

With the minutes before the meeting, the chairman has two tasks: first to have a motion adopted to the effect that they are accurate and may be signed, and second to invite members to discuss 'matters arising'. Corrections to the minutes should be initialled by the chairman.

In 'matters arising' care should be taken that members do not re-open a debate which was concluded at the previous meeting. Many standing orders include a proviso to the effect that once a decision has been taken, the matter cannot again appear on the agenda until a specified period of time has elapsed. This would have reference, of course, to major matters of policy. The usual questions which arise are those seeking information on the progress achieved in connection with instructions contained in the minutes and upon which there is no later reference in the agenda.

Presenting the Financial Report

It is always preferable to see figures rather than have them read, and if it is not possible to present a full statement to each member,

EDUCATION COMMITTEE PROCEDURE

one way of ensuring that members can see the financial position is to have forms duplicated which give the column headings of the receipts and payments book, and let each member fill in the current figure as it is announced. See also page 158.

There are two points of reference which can give guidance to decisions arising from the financial statement; the comparable figure at the same time in the previous year, and the figure budgetted for that section of the work.

It is not necessary for each member to apply these comparisons to every item, but the treasurer should draw the attention of the committee to those items where a decision might be needed.

Authority to pay bills should be given by the meeting, and the total included in the minutes. As each bill is announced, the chairman should sign where marked 'Approved for Payment' and add the date. This avoids any future argument which might otherwise arise.

The motion for the adoption of the financial report should be kept quite separate from other proposals arising from the statement of accounts.

Dealing with the Correspondence

A common fault among chairmen is that of repeating substantially the letter which has already been read by the secretary.

The magic letters of chairmanship are Q.D.A.—Questions, Discussion, Action—and those are the only words which a chairman needs to put to the meeting following each letter.

Routine letters are dealt with by the secretary without further reference to the meeting, but it may be necessary for the secretary to give a brief statement of letters which have been received and the action taken where the contents are such that queries may arise at later date. The chairman should seek the approval of the meeting for any action that has been taken.

Dealing with Reports

Questions arising from the operation of the sub-committee system are dealt with in the next chapter, but apart from sub-committee reports, the committee considers from time to time reports of work in progress, and these often arise from visits paid by members of the committee. Such reports should deal with (a) achievements; (b) difficulties encountered; (c) specific proposals for action which might be taken by the committee.

CO-OPERATIVE EDUCATION

In the case of annual events, when the committee agrees that certain comments 'should be borne in mind next year', these should be carefully minuted and brought forward again at the appropriate time.

Reports of delegates to conferences should be written ones as far as possible, and then it is easy to retain a permanent record of the event. A written report is usually more factual and takes less time to deliver. If an oral report is given, then a time limit should be set to ensure that it does not ramble too much.

A duplicated report form can help the delegate to preserve a logical sequence. Here is an example:

REPORT

Submitted by.....
Event.....
Date and place of meeting.....
Approx. number in attendance.....
Comments on representation.....
.....
Important matters which arose.....
.....
Action suggested.....
.....

Delegates serving on other committees, for example the District Joint Education committee, are often provided with duplicated minutes, and, where the importance warrants it, sufficient copies should be obtained for each member of the committee to be supplied.

Reporting Easter Convention and Congress

In these annual events, the delegate is assisted by the fact that full printed reports are ultimately available for record purposes, and immediately available is the *Co-operative News* or *Scottish Co-operator* which will contain the most important items.

The Easter Convention report should be divided into three parts. Firstly, the delegate should spend a brief period in giving his personal impressions of the Convention. The second section should deal with what happened and a useful basis for this is the *Co-operative News* report. Each member of the committee should be given the relevant copy of the *News* and the reporting delegate should have carefully marked the passages in his own copy to which he thinks attention should be drawn. The most important section is, however, the third, and this should consist of items which require action on the

EDUCATION COMMITTEE PROCEDURE

part of the local committee. The reporter should frame resolutions on all such matters and hand a copy of these to the chairman prior to the meeting. It should be borne in mind that some of these proposals will be more appropriate for discussion at the time of programme planning and, in these cases, the motion should contain the rider . . . 'and that this matter shall be brought before the committee at its programme planning meeting'.

A great deal of Congress business may affect the committee only indirectly but quite frequently there are decisions on policy which need to be known by the committee members. The report will draw special attention to these matters with the suggestion that reports on other points should be read in the fuller report in the *Co-operative News*. On all Congress matters the Education committee should seek the closest possible relationship with the Board of Directors.

Appointments

It is almost impossible to talk of appointments without discussing the rota system. Many committees always make appointments by going through a rota and offering the appointment to the next on the list. This fails to establish equity, for all that happens is that, on unwelcome delegations, the rota is gone through to the accompaniment of 'Sorry, Mr. Chairman' and the welcome delegations may fall to the lot of the least deserving.

The main argument against the rota system is that it fails to discriminate and the committee is unable to be represented by the members who may have special abilities applicable to the event concerned.

A good team can preserve fairness without getting into the rota straitjacket.

It should be remembered that, when a person represents his committee, he must conscientiously give his committee's views and not his own. That does not mean that he can never express a personal viewpoint but that when he does, he must state quite clearly that this does not necessarily coincide with that of his committee. Every representative should be jealous of the reputation of his own committee and seek to enhance it, but be careful of the parish pump approach which makes other representatives sigh with boredom every time they hear: 'Now in my society, we always do it this way . . .'

The last item on the agenda, 'any other business' can sometimes take an inordinate amount of time. Only urgent matters should be permitted, those not requiring immediate action being placed on the agenda of the next meeting.



CHAPTER 19

MORE ABOUT COMMITTEE PROCEDURE

The appointment and organization of sub-committees. The procedure at the annual policy, programme and budget meeting. The responsibilities of serving on standing committees; hall committees; joint committees. Collective responsibility for decisions. The need for committee members to speak effectively in committee, on public occasions, at Easter Convention and on deputations. The relationship of the committee to the secretary.

MORE ABOUT COMMITTEE PROCEDURE

A NUMBER of Education committees organize their work with the aid of sub-committees and, for this system to be effective, such sub-committees should have a functional reason for their existence and genuinely facilitate the work of the main committee.

The election of standing sub-committees takes place at the first meeting of the newly elected main committee and the term of office is usually for one year.

If it is necessary to have a separate finance sub-committee this can usefully include each chairman from other sub-committees. It is usual for the chairman and secretary of the main committee to be *ex-officio* entitled to attend all sub-committees.

The Annual Programme and Budget Planning Meeting

It is very valuable procedure to arrange each year a special meeting or series of meetings to discuss carefully and in detail the programme of work to be attempted in the forthcoming twelve months together with the monetary aspects involved.

This is the one meeting in the year which cannot be hurried and it is better to spread it over several evenings rather than attempt to squeeze it into too short a period. Some of the larger societies organize this meeting over a week-end and, with two sessions on Saturday and two on Sunday, satisfactorily conclude the agenda.

The overall plan should be worked out by the secretary and the basis of discussion should be a duplicated memorandum prepared by him. The following sections are suggested:

- (a) Review of last year's work.
- (b) Review of last year's budget and explanation of overspending and underspending.

CO-OPERATIVE EDUCATION

(c) Proposed budget allocations for:

- Adult education;
- Choirs, drama, etc.;
- Propaganda;
- Youth and children's activities;
- Staff education;
- Administration;
- Affiliations and donations;
- Representation and delegations;
- Sundries and unforeseen contingencies.

(d) Comments on the continuation or elimination of activities undertaken last year.

(e) Suggestions for new activities.

This memorandum should be in the hands of members, if possible, three weeks prior to the meeting.

Where sub-committees are in operation it is desirable for each chairman to prepare comments and suggestions relating to his own section of the work. In other cases, this work should be done by each member who has been taking a special interest in a certain section of the work.

The biggest danger is to plan in an over-optimistic and unreal fashion. It is so easy for a group of like-minded people to create a paper plan which shows a magnificent programme with activities going on in each section of the work, only to find that in practice it does not work. When this happens, the whole system of planning becomes discredited and the committee fall back into the rut of just jogging along. Even worse, this failure provides a ready-made excuse so that for years to come every suggestion made by an enthusiastic newly-elected member is met by 'we have already tried that and it failed'.

This does not mean that you should go to the other extreme and plan only for things that are absolutely safe. The bulk of the work planned should be within the bounds of probability, but each year there should be at least one experimental item, which the committee accepts as being a calculated risk.

MORE ABOUT COMMITTEE PROCEDURE

It should be realized that the preparation for and the implementation of the decisions of the planning meeting gives a large amount of work to the secretary and a good committee will try and relieve the pressure both by helping in a practical fashion, and by avoiding placing routine commitments on the secretary's shoulders at this time of the year.

It might be extremely helpful if the Sectional Education Officer is invited to 'sit in' for the whole of the meeting, but, in case he cannot accept the invitation, a copy of the secretary's memorandum could be sent to him and his written comments invited.

Where the committee contains representatives from the Board of Directors, these members should be asked to make a special report to their board and, if possible, come along to the planning committee armed with suggestions from the Board of Directors.

This could lead to a good deal of support of a practical nature not only when the Board of Directors discusses the plan arising out of the report of their representatives, but throughout its implementation.

Standing Committees

In addition to the actual work within the Education committee, its members often serve on standing and joint committees to deal with certain aspects of Co-operative activity usually closely allied to the work of the Education committee.

Some societies have a separate committee to manage the society's halls and meeting rooms. In a number of cases, there is a separate halls fund for 'the provision of premises for social, educational and propaganda work'. Two constitutions, taken at random, show:

- (a) a committee of eleven, consisting of five elected members and two members appointed by the Board of Directors, two by the Education committee and two by the Political committee;
- (b) a committee of twelve consisting of three elected members, two from each committee of the society together with the president, secretary and Education secretary of the society.

In most cases the committee can only recommend purchases; the actual negotiations and contract remain the Board of Directors' responsibility.

The Educational members serving on these committees should be vigilant in seeking provisions to cover their work in all the areas of the society, but at the same time bear in mind alternative facilities.

In view of modern conditions, perhaps more consideration should be given to the provision of rooms suitable for informal education in small groups. The movement is rich in halls which catered for the needs of the beginning of the century, but has very few rooms (other than the board rooms which are usually either held sacred for the Board of Directors or, if otherwise used, are too formal for informal education), which would make a natural home for a discussion group.

Unless local conditions provide special reasons, it is preferable for the rental and management of halls to be in the hands of the Board of Directors, the general office being responsible for the clerical work involved, rather than for the Education committee to have this responsibility.

In joint committees, the Education committee members should be quite clear on their responsibilities and the degree to which they can commit their committee to action without further reference. It enhances the prestige of the Education committee when its members make worthwhile contributions to the deliberations of joint committees. Loyalty to the Education committee should not be a sectarian thing, and the overriding need is for a joint committee to feel itself a united body and not one consisting of 'us' and 'them'.

Collective Responsibility for Decisions

Co-operative committees stand or fall on the basic respect the members have for each other. One of the qualities which runs throughout most Co-operative educational work is that Co-operators have the ability to cross swords verbally without the loss of goodwill and friendship by the protagonists. On an Education committee violent differences of opinion very rarely arise, but it is possible for 'cliques' to develop. A good chairman helps to lessen this sort of thing, but it is up to every member loyally to accept majority decisions unless the case provides for the expression of a minority viewpoint without damaging the work of the committee.

This mutual loyalty is important when mistakes occur or when there has been a failure in organization. Complaints from the auxiliaries, irate letters from class secretaries (who found the door

locked), promises that were not fulfilled, cannot be excused by blaming just one member of the committee or the secretary. Apportion the blame within the committee by all means, and take steps to see that it does not occur again, but to the outside world the whole committee should accept full responsibility and apologies should be given in the name of the committee and not on behalf of any of its members or officers.

The Education Committee and Public Speaking

A good Education committee member should take a little trouble to acquire the art of public speaking. This requires not that he must necessarily try to become an orator or a lecturer, but that he becomes conscious of when and how to speak effectively.

The technique of speaking in committee is to be able to express an opinion in logical fashion and to ask questions in a precise manner. Some committee members can neither ask nor answer a question without making a long speech. It is surprising how short a question can become if you scribble it on the pad in front of you and how many questions can be satisfactorily answered with either 'yes' or 'no'.

A different technique is needed when the Education committee member is asked to say a few words at the guild branch's birthday tea. Take the trouble to think out what you are going to say beforehand and remember, that if the occasion is a social one, the audience will welcome a little humour.

Another occasion where public speaking ability may be needed is at the Easter Convention. Again, the contribution should be prepared and you should use notes, even if you have only scribbled them down a few minutes before you mount the rostrum. Make clear in your opening remarks which society you represent and whether you are speaking for or against the motion being considered. By all means give your local experience if it is appropriate, but bear in mind that it is only of interest when it can be relevant to other towns and that delegates immediately put up a mental resistance if they think that you are boasting.

If you are a member of a deputation to the Board of Directors or to an outside body, remember that in addition to preparing what you have to say you must also prepare for the likely questions which may emerge from the other side. A deputation which knows the answers

is more likely to be successful than one which has to find out. On all occasions, never try to pad out an answer if you do not know it, for, whether it is a committee or a public meeting, a sincere 'I am afraid I do not know' carries more weight than a verbose answer from which that fact becomes apparent.

There are many useful hints contained in Citrine's 'The A.B.C. of Chairmanship' which you can borrow from most public libraries. 'Hints to Speakers' starts at paragraph 454 and concludes with a very apt quotation from *Hamlet* in paragraph 474.

The Relationship of the Secretary to the Committee

The responsibility held by the secretary, whether he is part-time or a full-time officer, makes it inevitable that he has frequently to assume a measure of leadership. In particular, he has to give guidance, based on the knowledge which he acquires as a result of his day-to-day handling of the committee's affairs.

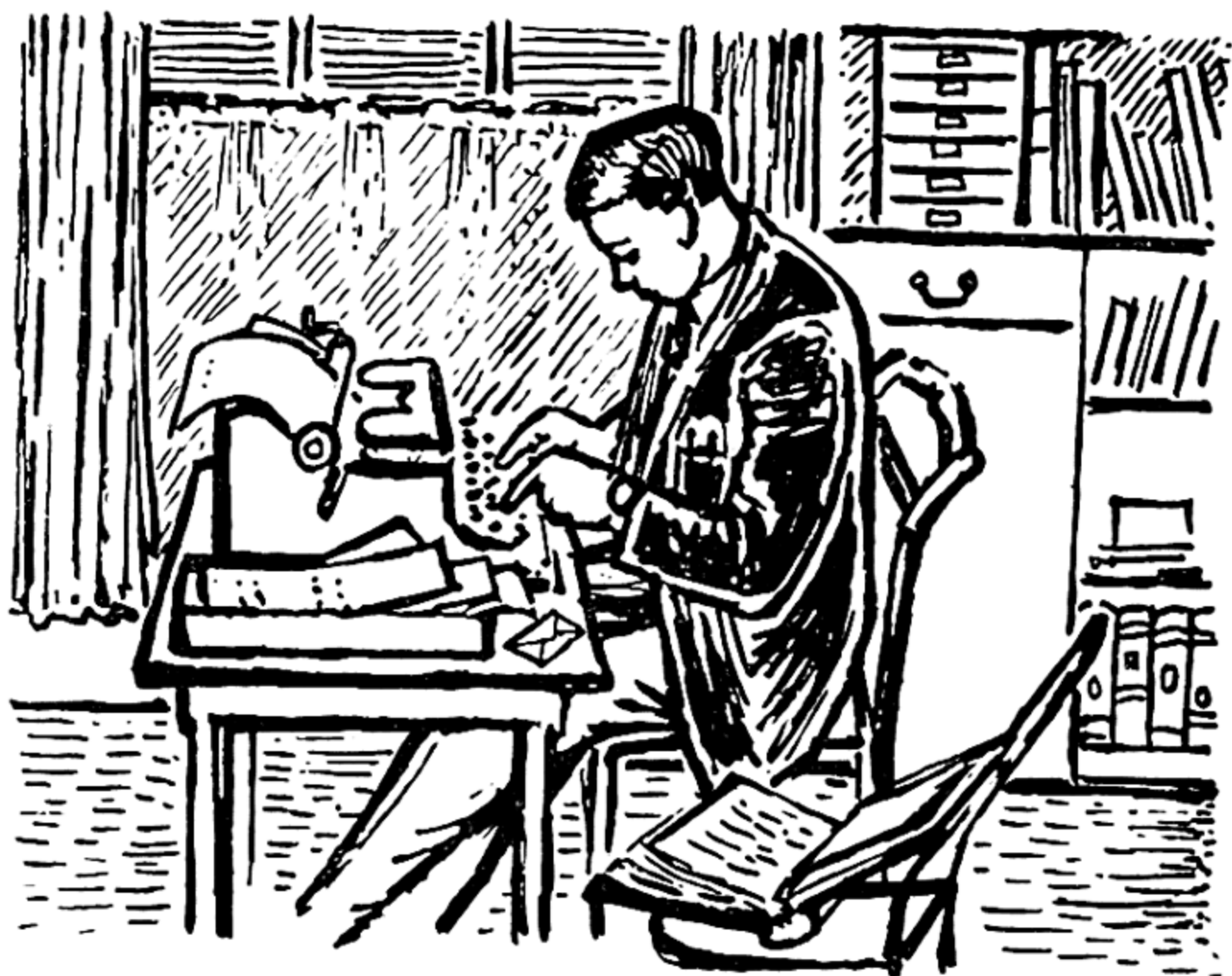
Thus, although he may be appointed and not elected, he still should be considered as one of the committee. His contact with the chairman will inevitably be closer than with other members of the committee, but care should be taken to have a friendly relationship of a fairly equal standard with all members of the committee.

How far should the secretary be allowed to go in using his own initiative? The limit is clearly laid down that, in matters of policy, the committee, and only the committee, can make decisions, but that, in implementing those decisions, the more initiative shown by the secretary the better the results. A point of difficulty emerges when the secretary, with his intimate knowledge of the work, has an idea on policy which is not accepted by the committee. In this case the secretary becomes very frustrated because he can see the possibility of certain action but cannot proceed with it until he can convince his committee. When this occurs the committee should take into account any specialized knowledge and qualifications that the secretary may have to back his judgment. The fact that the appointed secretary may not have a vote should not prevent the committee from seeking his advice and giving it the support it deserves.

Every Education secretary should be a member of the Co-operative Education Secretaries' Association. His subscription and a regular supply of the journal issued by that body should be charged to

MORE ABOUT COMMITTEE PROCEDURE

educational funds. Where a committee can afford it, sufficient copies of the journal should be purchased to provide one for each member, for this is a useful medium for the exchange of ideas about Co-operative education.



CHAPTER 20

THE EDUCATION SECRETARY

The qualities of an Education secretary; co-operator, organizer and secretary. The terms of appointment. Duties of the Education secretary. Payment recommended by C.E.S.A. and the N.U.C.O. scale. Notifying the appointment of a new secretary. Relations with chairman, members of Board of Directors and chief official. Preparing the agenda. Preparing the minutes. Outward correspondence. Inward correspondence.

THE EDUCATION SECRETARY

THE Education secretary needs to be a man of many parts. The word 'secretary' only covers part of his responsibility. He often is, in fact, the mainspring of all the activity which goes on in his society in the name of Co-operative education.

The four basic requirements are that he should believe in Co-operation; have understanding of education; have organizing ability; and be able to undertake secretarial duties efficiently and systematically.

He can acquire knowledge about Co-operation by studying, but his faith can only arrive as a combination of conviction with experience and practice of Co-operative values in his relationships with other people. It is possible to argue, too, that although a man privately practises Co-operative virtues, in fact he only knows Co-operation fully by working with Co-operators for Co-operative aims. This means that an Education secretary should not only have undertaken study of Co-operation and have read some of the textbooks on the subject, but should have engaged in activities which familiarize him with the practice and personalities of the movement.

There is no short test for organizing ability for it is a quality that must stand the test of time. One successful concert is a good beginning but it is a limited experience and does not make an organizer. A part of good organization is the ability to get along with people; to know people and to like people. At one Easter Convention, a good organizing secretary was defined as one who plans everything and does nothing except get other folks to roll their sleeves up. This is somewhat cynical and not quite true—although it has a deal of truth insofar as it emphasizes that a good organizer creates and relies on a team of helpers and does not seek to do everything himself.

Organizing occurs at nearly every point touched by the Education secretary and this might include some or all of the following: committee meetings, classes, groups, choirs, dramatic societies, film societies,

conferences, concerts, youth and children's groups, sports days, old age pensioners' associations, dances, whist drives, annual tea parties, etc. In each case, attention to detail makes the difference between success and failure.

The organizer 'thinks himself through' the whole event and arranges for everything, from the car to meet the V.I.P. who is to be the chief speaker to the pins to use on the cloakroom tickets. Although a good organizer delegates as many jobs as possible, he does not relax for a single minute until he reaches home at the conclusion of the event. He has the whole organization at his finger-tips and is on the go the whole time to ensure that no hitches take place and that, when they do, he is on the spot to apply a remedy.

Patience, tact, coolness at a time of crisis, initiative, the power to take quick decisions, firmness without obstinacy, adaptability without weakness, these are among the qualities which help to qualify a person for the organizational duties of a Co-operative Education secretary.

Secretarial ability comes with practice after the elements of the job have been studied. No woman bakes a cake for the first time without being told how to do it either by a practised hand or by reading Mrs. Beeton; yet the same woman will, on occasion, take on the job of secretary without much more to guide her than 'how it was done before'. Hints on secretarial practice will be given in this book but beyond that a newly-appointed secretary should take the Co-operative Union's correspondence courses and consciously try to improve the standard of secretarial work above that of the previous holder of the post.

The Terms of Appointment

When the post of Education secretary is vacant and is advertised, it is necessary to give clear information to applicants regarding the terms of the appointment and the duties which they will be expected to perform. The terms of the appointment should include the following:

- (a) A statement of the responsibilities of the Education secretary.
- (b) A brief but fair and adequate description of the duties.
- (c) The amount of time that the secretary is expected to devote to his duties.

THE EDUCATION SECRETARY

- (d) The remuneration and how payable.
- (e) The position regarding any duties which may have to be performed in excess of those agreed upon as constituting the normal work of the secretary.
- (f) The notice to be given by either side to terminate the appointment.

Duties of the Education Secretary

Each committee will formulate its own requirements and the list of duties will be drawn up with due regard to local needs. Committees should be fair in listing requirements, bearing in mind the recompense allowed the secretary. Here is a list from which some of the secretary's duties may be taken:

Secretarial Work

Convene committee meetings. Prepare agenda. Conduct correspondence. Record the minutes. Keep books of account and the bank account. Prepare reports for approval of committee for submission to members' meetings. Prepare financial statements. Maintain a filing system. Use a typewriter. Use a duplicator. Prepare briefs for delegations and deputations. Prepare memoranda.

Organizational Work

Be able to organize educational activities. The list will vary with the society but might include conferences, meetings, one-day schools, weekend schools, classes, discussion groups, choirs, dramatic societies, orchestras, film societies, film shows, concert meetings, concerts, youth clubs and children's groups.

Other duties might include :

Speak at conferences, public meetings, society's meetings, et cetera. Write articles, prepare and place advertising material, order printing, edit material for publication in the *Home Magazine* or other journal of the society. Act as liaison officer, particularly with the Board of Directors, the president and the chief officials of the society, the employees, branches of the guilds and other auxiliaries. Act as librarian. Operate a 16 mm. sound film projector, a film strip projector and a tape recorder. Act as public relations officer, particularly with the local press, *Co-operative News*, L.E.A., W.E.A., N.C.L.C. Sectional Education Council and the Co-operative Union.

This list speaks for itself.

Payment to Secretaries

There is no officially agreed pay scale for part-time Education secretaries but one has been recommended by the Co-operative

CO-OPERATIVE EDUCATION

Education Secretaries' Association and a copy of this may be obtained from the secretary of that association. A conscientious committee will not wish to pay less than these rates. If it is some years since the position was last examined, an immediate check should be made.

The scale for full-time Education secretaries is governed by an agreement between the Co-operative Union acting for local societies and the National Union of Co-operative Officials. A copy of the current rates and definition of duties can be obtained from the Co-operative Union.

For some years it has been the accepted policy of the educational authorities of the movement that where a society has more than 20,000 members, an Education secretary should be engaged on a full-time basis. Committee members in societies which exceed the stated membership yet still do not comply with the policy, should take the following action:

- (a) Have the matter placed on the agenda of an early meeting of the Education committee.
- (b) Seek a decision to enter into discussion and negotiation of the matter with the Board of Directors.
- (c) Check whether it is necessary to place a resolution before the members' meeting.
- (d) Bring the action to the notice of the Sectional Education Officer and request his guidance.

Notification of Change of Address

The first duty of a new secretary is the simple one of informing people of the change of address, especially those with whom correspondence is frequent. A list of addresses to whom such a notice might be sent should be pasted in the front of the Minute Book as an immediate reminder to incoming secretaries.

Relations with Chairman, Board and Chief Official

Although, in theory, the secretary needs the instructions of his committee before he can take positive action, in practice he initiates many projects and is constantly preparing for new endeavours. In this he needs, and should secure, the close collaboration of the chairman and frequent consultation between meetings can be invaluable.

THE EDUCATION SECRETARY

The secretary should get to know the individual members of the Board of Directors of the society and be prepared to make use of their services in his work, for example, as lecturers, etc., when their capabilities warrant it. A newly-appointed secretary should be given the opportunity of being presented to the Board of Directors if this has not taken place at the time of his appointment. Additionally, a social function 'to meet the new Education secretary' might be arranged to be attended by members of the various committees of the society, the officials, the officers and members of the auxiliaries, teachers of classes, et cetera.

The secretary should keep as close a contact as possible with the chief official of the society. The full-time secretary usually has the status of a departmental manager and his relationship with the chief official is governed accordingly. The essence of this relationship is to seek understanding and, as far as possible, agreement on the educational activities which will help in the development of the society.

Preparing the Agenda

The secretary should prepare the agenda for each committee and sub-committee in sufficient time for it to be circulated to members prior to the meeting. It is useful when possible if the agenda and any other documents relevant to the meeting can reach committee members on the Saturday morning prior to the meeting, as this gives the member an opportunity to examine his papers over a week-end.

A good deal of time can be saved at meetings if the supporting material to the items for discussion is duplicated and sent with the agenda. Very few committees are so small that the work does not warrant a duplicating machine, but it is often cheaper and more efficient to use the professional facilities available in the general office of the society, rather than struggle in an amateurish fashion with a temperamental second-hand machine.

Too much paper work may be a waste of time and money; the secretary has to find the happy medium in preparing material for his meeting. The duplication of minutes can be quite a big job, but it saves considerable time at the meeting if they be 'taken as read'. When duplicated minutes are used for the record, they should be pasted in the Minute Book to provide a permanent and unalterable

record. If they are used as the Minute Book by insertion in a loose-leaf type of journal, then each page should be numbered and initialled by the chairman.

The starting point for preparing the agenda is usually 'Minutes of the previous meeting'. Matters arising from the minutes will, in the main, appear under items of the agenda concerned with the subject matter. Where the matters are not thus absorbed, the secretary should list them on the agenda under the item of 'Matters arising from the Minutes'.

Intelligent anticipation by the secretary can save time at the meeting. He should go through the agenda and prepare himself with all the facts that may have a bearing on the discussion. If it is obvious that a certain letter received six months ago may need to be referred to, then that letter should be taken from the file in readiness.

Some secretaries find it useful to prepare a 'chairman's agenda' or a 'working agenda'. This extends the headings listed on the ordinary agenda and makes for easy reference by both chairman and secretary.

Preparing the Minutes

There are a number of ways of taking notes during the meeting to ensure that the secretary has all the required information for his minutes. It is helpful to note any decisions taken during the consideration of correspondence on the actual letter concerned and to take all other notes in a notebook used solely for this purpose. Other methods include the use of foolscap sized agenda with adequate margins to take notes alongside, or an agenda book which provides room both for the agenda and the notes arising. Whichever method is used, it is only an aid to memory, and the habit of *always writing minutes within twenty-four hours of the meeting concerned* saves the secretary a good deal of trouble.

Minutes must be accurate for 'if it is not in the minutes it did not happen'. This is the reason why the meeting is given an opportunity to repair any omission or error made by the secretary.

There are two types of minutes: minutes of conclusion and minutes of narration. All committee minutes fall into the former category.

Here is a specimen of minute composition:

THE EDUCATION SECRETARY

Private and Confidential

EDUCATION COMMITTEE MEETING HELD ON TUESDAY, 3 MARCH, 19XX,
7 P.M., AT THE SMALL CO-OPERATIVE HALL, PLUNKETT STREET.

Present: Mr. Staybright (chairman);
Mesdames Younghusband, Glammer, Spender;
Messrs. Chattaway, Tone, Gilder, Doodler;
and the secretary, Mr. Scrivener.

Apology for absence: Mr. Keen (on Co-operative business).

1. MINUTES of the previous meeting, as amended, were APPROVED.

2. FINANCIAL STATEMENT:

BILLS amounting to £32 8s. 6d. were AUTHORIZED for payment.

Resolved:

That the report and financial statement be ADOPTED.

3. CORRESPONDENCE:

(a) *Education Department, Co-operative Union*

inviting participation in a course for furniture salesmen to take place at Harrogate.

Resolved:

That the Board of Directors be approached and that the Education committee agree to meet half the cost of sending up to four employees.

4. REPORTS OF WORK IN PROGRESS:

(a) EMPLOYEE TRAINING:

The secretary reported that, following the decision taken at the last meeting, he had discussed the question of further courses in member-service with the general manager and the grocery manager, and agreement had been reached to commence the new series in one month's time. The instructor had been informed and preliminary arrangements had been made to re-equip the demonstration shop.

Resolved:

That the secretary proceed immediately with the final arrangements for the member-service course and that the chairman deal with the matter in his statement at the members' meeting.

(b) Mrs. Younghusband's report on the class on 'Home Furniture and Decoration' was APPROVED.

Resolved:

That the secretary examine the possibilities of arranging for class members to visit the C.W.S. factory at Enfield and to report to the next meeting.

5. DELEGATION REPORTS:

(a) Mr. Gilder's report on the District Joint Education committee meeting held in February was ACCEPTED.

Resolved:

That our representative inform the next District meeting that the proposed increase of subscription is approved.

CO-OPERATIVE EDUCATION

6. APPOINTMENTS:

(a) *Guild Birthday*

Wednesday, 26th March, 5.30 p.m. Much Nattering Guild at Parish Hall.

Resolved:

That Mr. B. Tone attend.

(b) *Examination Invigilators*

At the Co-operative Hall.

Monday, 17 April at 6 p.m. Subject: 'Introduction to Co-operation'. Three required.

Resolved:

That Mr. Gilder, Mr. Chattaway and the secretary be appointed.

7. NEXT MEETING:

Tuesday, 7 April, 19XX at 7 p.m.

The meeting closed at 8.50 p.m.

Signed.....
Chairman.

It is not necessary normally to record either the name of the proposer and seconder or the voting figures.

Some secretaries number their minutes on a continuous basis throughout the year, so that the number is sufficient for reference purposes. This enables an 'Index of Minutes' book to be kept and whenever authority for certain action is required or the committee wants to know 'what happened last time' the relevant minute is easily found.

Outward Correspondence

The minutes are, *inter alia*, the formal record of the instructions to the secretary to proceed and, as soon as the minutes are completed, he should go through them and take all necessary action. In the main, this means writing letters.

'Essentially style resembles good manners' says Quiller-Couch in 'The Art of Writing'. Each secretary cultivates his own style. In the Co-operative movement, the general approach seems to lie somewhere between the strictly formal and the extremely personal. The appearance of the letter, its layout, its style, its efficiency in expressing the meaning are the criteria upon which outside bodies often judge not only the competence of the secretary but also the standards of Co-operative educational work. It is essential that every care and attention is given to make sure that outgoing correspondence creates an impression on the recipients which is in accord with the importance and dignity of Co-operative educational work.

THE EDUCATION SECRETARY

Inward Correspondence

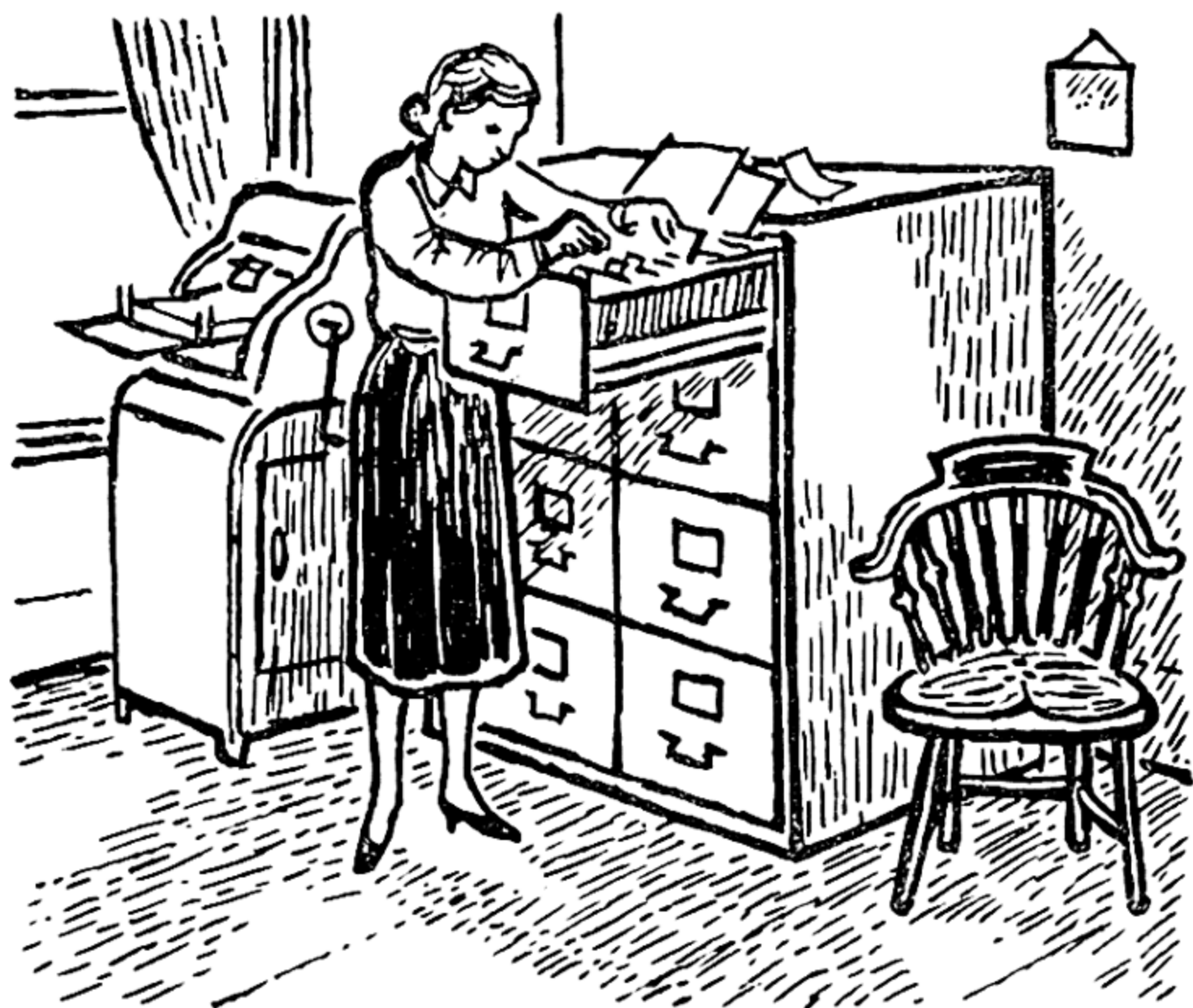
It is desirable that the Education secretary in an equipped office has a system of registry for incoming mail, i.e., to have it date stamped, entered into a register and placed in the appropriate file or folder for action.

The part-time secretary can be similarly systematic by writing the date on each letter as soon as it is opened and then putting it on a file to await attention.

All letters should be answered as soon as possible. In practice, the efficient part-time secretaries make and fix regular times each week to carry out their secretarial and accounting work.

Incoming letters are in three categories: those that need to go before the committee, those that can be dealt with by the secretary, but not immediately, and those that can be dealt with at once. Letters for the committee should be placed on the file holding the agenda papers. At the same time any previous letters which are relevant to the case should be taken from the files and pinned to the latest arrival.

Where the reply to a letter is likely to be *unduly* delayed, then a brief letter should be sent, informing the correspondent that his letter has been received and that a further letter will be sent in due course.



CHAPTER 21

ROUTINES TO HELP THE SECRETARY

The tools for the job. Using a daily diary. The filing system. The secretary's part in programme planning. Preparing the annual report. How to order printing. The importance of a personal check.

ROUTINES TO HELP THE SECRETARY

THE secretary's task is made easier if he is given the best possible tools for his job. Here is a list:

1. A good typewriter.
2. A duplicator or duplicating facilities.
3. Well designed, printed letterheads.
4. Account books listed in Chapter 16.
5. Postage Book.
6. Minute Book.
7. Address Book.
8. A suitable (adequate) filing system.
9. Large sized Diary.
10. An attache case capable of holding the account books and papers which need to be taken to each meeting.

The Daily Diary

The secretary has so many things in hand at the same time that, without systematic reminding, he runs a big risk of forgetting some of them. Hence the diary. It is no good, however, noting things to be remembered unless the diary is consulted each day. Occasional reference to it inevitably means that, at some time or other, by omissions to look in the diary for too long a period, something gets missed.

The committee member will probably make one note in his diary concerning a conference. The secretary will make several, including the following:

- Date of conference;
- Date to send out circulars;
- Date of reminder to speaker;
- Date to send in press announcement ;
- Date to send letters of thanks.

Each event which the committee decides to organize means a chain

of actions on the part of the secretary, and by noting the 'last date for' in each case, he can be sure that there are no missing links.

The diary is useful in keeping the committee up to date in its plans. The chairman may make a note in his diary that the first Saturday in July is Co-operative Day. The secretary will probably have a note of 'arrange for Co-operative Day' under the date of the February committee meeting.

In addition to providing a reminder of things to come, entries should be made to remind the secretary of things that have happened. Mrs. Steward hands over 18s. 6d. at the concert, and a note is made in the diary so that a receipt can be issued at a more opportune time. Other notes will include those concerning the events as they progress, the notes being used afterwards to form the basis of a report; or it may be details of addresses or telephone numbers which a secretary jots down hurriedly, but which can later be transferred to the address and telephone numbers book.

The Filing System

It would help part-time secretaries if those concerned with 'Design and our Homes' gave some thought to designing light office equipment which could be absorbed into the living room of a house without looking out of place.

One answer to this problem is the purchase of a bureau which harmonises with the decor of a home but which can hide within its drawers all the paraphernalia of the secretary's craft—including filing systems!

As long as a filing system is methodical and the secretary concerned is able to lay hands on the information as required, it does not matter much which system is used. A visit to the showroom of any of the well-known office equipment manufacturers, including the C.W.S. will show a number of different methods, suitable to varying needs and for organizations of varying size.

The basis of all filing systems is a division of the papers into related and manageable units. The physical division may be provided by a cardboard folder, by a card inserted in a 'ring and hole' type box file, or by a compartment in the wallet type of file. The most usual form in use for Co-operative educational work has as its basis the manilla folder.

Correspondence concerning the same subject should be pinned together in date order so that all the relevant data is available each time a letter is consulted. For this many secretaries prefer to file

under subject headings, e.g., member-service courses, Pathfinder groups, Co-operative Day, etc. Others file under the name of the correspondent, e.g., Co-operative Union, the instructor, Mrs. Jones, Pathfinder leader, town hall keeper, etc. There are points in favour of both systems. Often the best answer is to be found in a combination of the two ideas, as described in the next paragraph.

Education committees have a number of regular correspondents and also a number of events of a similar type. Folders can be kept for each of these and when not 'in transit' placed in a box file or a compartment in the bureau or desk reserved specially for this, and no other, purpose. Here are some typical titles:

Classes with L.E.A.; Classes with W.E.A.;
Co-operative Day; Women's Guild Branch No. 1;
Women's Guild Branch No. 2; Board of Directors;
Co-operative Union; Sectional Education Council;
Junior Choir; Youth Club.

Many secretaries have one folder marked 'miscellaneous' which is used far too frequently. It is the lazy way out to put an item of correspondence into 'miscellaneous' when it is too much trouble to give it proper designation. Only when it means opening new folders to a ridiculous extent or when it is impossible to designate an item within the existing folders should it be filed as 'miscellaneous'.

The secret of a good filing system is the same as that of a good garden—regular weeding and pruning to keep it neat and tidy. To start with, never file letters or circulars which can be disposed of immediately and which, by no stretch of the imagination, will ever be called for again. Then, at least once every quarter, spend half an hour going through the folders and filling the waste paper basket with dead letters.

The Secretary's Part in Programme Planning

The success of the planning meeting mentioned in Chapter 19 rests to a large extent on the memoranda presented by the secretary. He should start to draw up his plans at least six weeks before the planning meeting, for he will need that time to verify the possibilities for new ventures. Taking some sheets of foolscap, he should head each with the budget classification recommended previously. Then list under each classification the projects which were successful last year, those which were attempted yet failed, and then a section for new projects.

It will be necessary in some cases to estimate costs for the current year, because at the time the secretary is planning there will be several months still to go of the current programme. When the committee meets to discuss this matter, its starting point will be the budget, but the secretary starts his planning from the events he hopes to see take place and then prepares his draft budget on this basis.

There is a temptation to include events which are easy to organize and to avoid those which are more difficult. For example, a secretary may know that he can increase the number of Saturday afternoon conferences under the head of adult education but that an attempt to open a class for consumers' education is not only more difficult, but has more chance of failure. He must put this temptation behind him.

When he has completed his guide sheets, it is then necessary to examine individual projects from the point of practicability. A class has been included? Then it is necessary to make a tentative calculation of enrolment to see if sufficient students can be found. Initially it is enough to say to oneself 'there's Mrs. Smith, Mrs. Jones and Mrs. Robinson, they would probably be interested. Then Mr. Atkins might come . . . ' but having drawn up the list of probable students the secretary or someone on his behalf has to get in touch with them for a 'yes' or 'no'. Hence the need for six weeks between the armchair planning and the meeting to decide upon it.

The test of most proposals will be 'can we get the audience?' The other difficulties of finding accommodation, lecturers, equipment, etc., pale into insignificance against the prospect of an empty hall.

With events listed and roughly costed, the secretary then prepares his budget. Every possible item, however small, should be included and when the list is completed he should be able to justify every inclusion to his most thorough critic.

Preparing Reports

The most important report which the secretary has to prepare is the one which is submitted to the society members which should, of course, justify the existence of the Education committee. The first task is to check the amount of space available in the printed report published by the society. This will very largely determine the length of the report. Do not look at last year's report and assume that the same number of words will be required, but check with the chief

official. It is quite possible that you can have more space if you can fill it interestingly.

As far as possible, let the facts speak for themselves. See that achievements are well to the fore and that failures are not surrounded by too much camouflage. Explanations on the basis of facts are better than excuses.

If possible you should see the print through for yourself. Prepare 'lay-out' instructions for the printer. Check the galley-proofs before final printing. The use of paragraph headings, bold print, different sizes of type and of italics, if properly planned and not over-done, can make a page look interesting. In recent years some of the larger societies have included pictures of educational activities in the society's report.

It is always worthwhile to go through your draft report with the chairman before it is presented to the committee for approval.

The report should be divided into sections, each clearly headed. They should include the following four: member education (including cultural and social activities); staff education; youth work; and the auxiliaries. If your committee cannot find something to report under each of these headings, then it is not carrying forward a balanced programme. Within each section headlines should be given to make each part of the work clearly distinguishable from the next.

Choose perhaps one section each time for detailed treatment so that in turn, each particular section gets fully assessed. Bear in mind that the report is concerned with activities which have been done not of things which the committee 'hopes to do'. A brief reference to some of the more important future plans is, however, not out of place.

Here is a suggestion of one way of reporting on expenditure:

Where the Money Goes

For every £1 spent on your behalf by the Education committee:

- 3/2d. is spent on adult education
- 10d. is spent on film shows
- 5d. is spent on education centre
- 2/5d. is spent on auxiliary bodies
- 1/3d. is spent on Co-operative Day
- 4/0d. is spent on youth work
- 9d. is spent on staff training
- 5/7d. is spent on office and administration
- 5d. is spent on scholarships
- 10d. is spent on literature
- 4d. is spent on affiliation fees

20/0d.

Of course, to present the members with a statement like this is simply asking for comment and questions. This is something to be encouraged. The committee has to have the answers—and the secretary must be able to brief his committee with the answers.

If the secretary is not experienced in preparing a report, write to half a dozen colleagues in the C.E.S.A. and get them to send copies of their reports. Take the best ideas of each, add a few of your own, and apply them to the facts you are trying to present.

Ordering Printing

Printers, unless encouraged, are inclined to be unimaginative in their setting up. If you just send your material with no instructions, it is returned, as you would expect, in very orthodox guise. So many items have to be printed in the course of a year that it is worthwhile for the secretary to find out a little about printing and to take a pride in the appearance of each printed item which emerges from his department.

Stick to one printer as far as possible. He gets to know your taste and continuous contact means that, once certain lines have been laid down, they do not have to be gone over again for each separate order. It should be a Co-operative printer, of course; The Wholesales, the C.P.S., or the printers in membership of the C.P.F. can all be relied on to turn out first class work. It may sometimes be convenient and politic to use a local printer, but if, after considering Co-operative claims, this proves the case, it should be a condition of contracts that the printer is on the trade union 'fair list'.

The printer will usually supply you with a type-book which will give the type faces that he has readily available. If you want others, he is often in a position to borrow them. He will also let you have specimen copies of such items as invitation cards, letter heads, concert programmes, et cetera, which are useful as guides to your own work.

When preparing your copy for printing, check that you have all the facts correct. The more explicit you make your instructions, the easier it is for the printer to give you what you want. This is very important when calling for estimates and, if you make radical changes after you have received an estimate, check the price to be charged for your final copy.

The main cost in printing is in setting up the type; therefore the charge for 500 tickets is very little higher than the cost for 200.

State clearly the quantity you are ordering, the size of paper or card to be used, the type face, and the ink colour or colours.

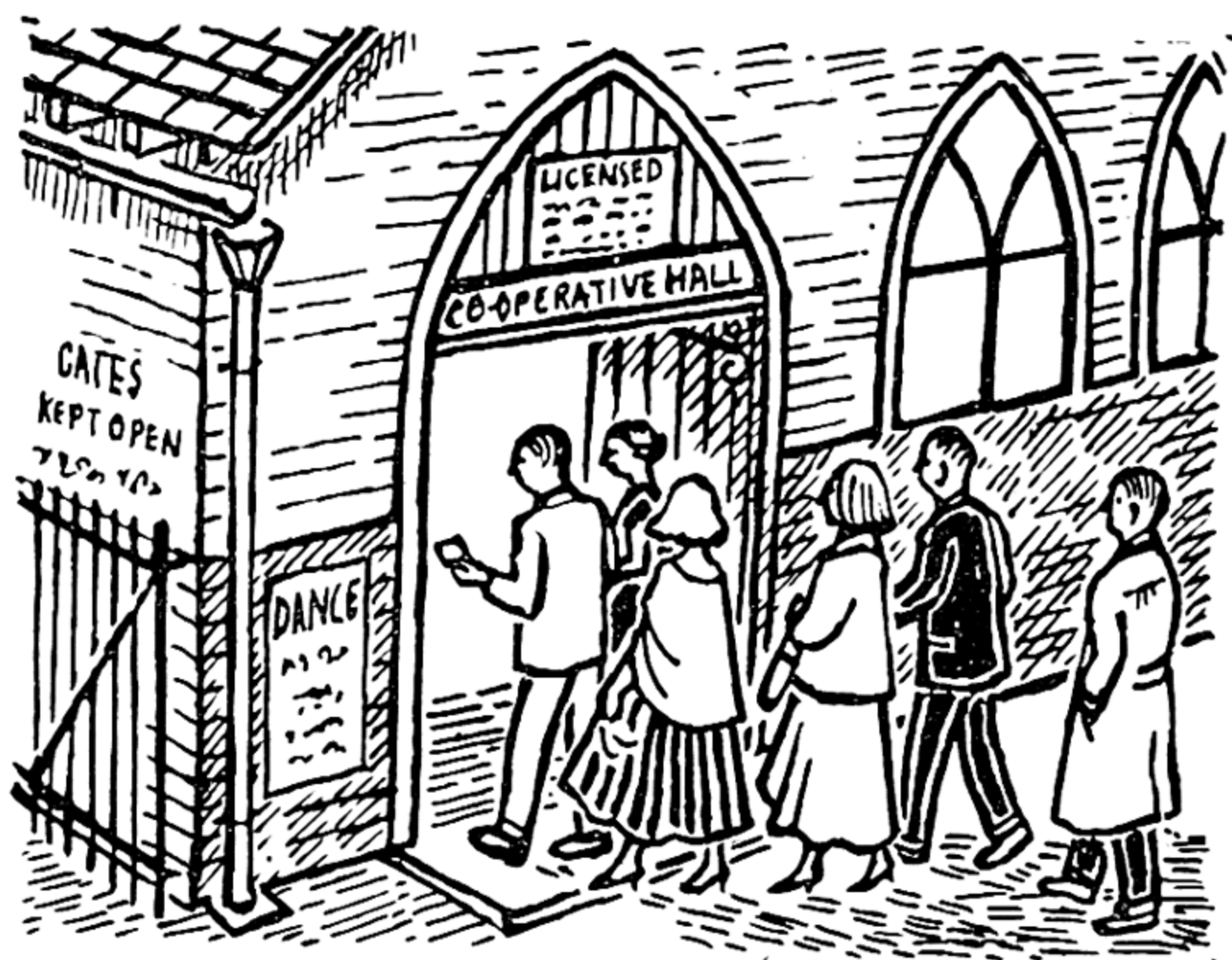
Many secretaries abuse the printers' helpfulness by consistently giving him 'rushed jobs'. Although he is prepared to let you have the goods within a few days in an emergency, it is not fair to make every printed job an emergency. Make it clear when placing the order, whether you wish him to complete the job without further consultation, or whether you wish to see proofs before the final print. Unless time prevents, always have proofs. Where a journal, a pamphlet or a booklet is the subject of the order, you will usually have two proofs before final printing: first the 'galley pulls' which give the type as set on long sheets of paper; then 'page proofs' so that you can see how the final publication will appear.

Before you order posters, check with the chief official of the society and confirm that facilities are available within the society. For some jobs, ticket writing facilities will serve the purpose of the Education committee. If the number of posters required is not large, check the possibilities of 'silk-screen' production, both from the point of view of economy and of attractiveness.

The Need to Check Organization

The versatility required of the Education secretary as an organizer is remarkable, yet organizing ability is a skill which, once acquired, can be applied to any situation where arrangements have to be made. Always present in the good organizer, is the ability to 'think through' the events he is organizing from start to finish and to check and re-check that all the necessary steps have been taken.

The actual jobs to be done can sometimes be delegated to others, but the organizer must check every detail personally.



CHAPTER 22

A FEW POINTS OF LAW

The committee; its work and status. Accidents and injuries. Insurance against possible claims. Children's and Young Persons Act, 1933. Copyright. The Performing Right Society Ltd. Phonographic Performance Ltd. Stage Plays. Film Shows and Film Societies. Advertising. The Education Secretary as Editor. Liabilities under the National Insurance Acts.

A FEW POINTS OF LAW

Introduction

IT is probably true to say that at no point is the complexity of the Education secretary's duty more apparent than at the point at which he encounters the law. It is also true to say that this complexity is due to the variegated nature of the job, and the many functions it entails.

These brief notes are not, nor can they be, intended to be a complete legal guide. We have sought to draw the attention of the Co-operative educationist to some of the everyday facts of the work. It has been truly said that the man who is his own lawyer has a fool for a client, and any Education secretary or committee faced with the possibility of legal complications, should seek the guidance of the chief official of the local society who will in all necessary cases, get advice from the legal department of the Co-operative Union Ltd.

The Committee, Its Work and Status

It is necessary that the legal aspects of the Education secretary's job in his secretarial capacity should be mentioned.

His task is, of course, to keep his committee informed and advised, to assist it in every way possible to arrive at its decisions, and after those decisions have been made, to carry them out.

Normally, there is not much in this sphere which is likely to bring him counter to the law, but it is necessary to understand the position of an Education committee in relation to the society and the law in order to arrive at a true appreciation of the secretary's position.

The status of an Education committee has been the subject of much discussion. The truth of the situation is that the Education committee is not a legal entity—i.e., in the eyes of the law it does not exist; it is a non-entity, it has no body!

For this reason it is impossible for an Education committee to own fixed property. It cannot even rent or lease such property in its own right, but only insofar as it acts for the society, which is the legal entity. In the event of any default or dispute, it is not the Education committee to which legal documents would be addressed, but the society.

Similarly, the Education committee cannot be proceeded against, nor can it take any form of legal proceeding. The only committee in a Co-operative society recognised by the law is the Board of Directors, and it is to this committee that matters having any form of legal bearing are addressed.

As to the actual work of the committee, its decisions are binding on the society insofar as those decisions are within its powers as laid down in the society's rules. These rules vary from society to society, but generally speaking the Education committee is established by the society's rules for the purpose of administering the education fund which has to be spent only on functions and for purposes specified in the rules. Thus, if the Education committee, in the performance of its function within the rules, hired a hall and out of that hiring some dispute arose, then the committee's hiring would be binding on the society.

The legal liabilities of a society encountered through the activities of its Education committee should be fully understood.

Accidents and Injuries—Adults

The law generally recognises that accidents are caused either by negligence on the part of the person who sustained the accident, or negligence on the part of the owner or occupier of the premises on which the accident occurred, or negligence on the part of both. The duty of an Education committee is to see that the premises to which it has invited members to participate in its activities are kept safe and free from hazard as far as is possible. There is a liability toward all such people if an accident occurs which is not due to their own negligence. Thus, if, due to his own horse-play, a person fell down the stairs, such person has no claim for damages; but should that person trip on a faulty stair or slip on a slippery floor, then there is ground for a claim for damages, unless the promoter had taken adequate steps to warn people of this hazard.

One complication necessary to mention is that of the 'known hazard'. If a person enters upon premises knowing that there are certain risks involved in so doing, such person has no claim for damages due to an accident arising from such 'known hazard'. Thus, if a person went to a dance where the floor would be expected to be slippery, then no action could arise from injury caused by a slip on such floor. On the other hand, if a person went to a film show given in a hall also used as a dance hall, the slipperiness of the floor would not be a known hazard, and damage arising from a slip under such circumstances could lead to successful action.

It must be pointed out that the word 'premises' means any enclosed position, and applies equally to an open-air enclosure as to a hall or building. Thus our liabilities are the same at open-air fetes, camps, etc., as they are in halls and rooms.

Accidents and Injuries—Children

It is almost impossible to resist a claim arising out of injury to children. In the case of adults there may conceivably be the counter-charge of self-negligence or contributory negligence; but the law does not hold a child under the age of eight years responsible for his or her actions and, even though there was known negligence, this would be no defence.

Because of this refusal of the law to recognise any responsibility on the part of young children, it expects promoters of events at which children and young people attend to exercise full supervision and guard the young people against accidents that might arise even from their own foolishness or negligence. This liability can extend, in the case of children, even to trespassers in certain circumstances. Most Co-operative junior activities are, or may appear to be, the subject of open and constant invitation to children to take part in them. It could be argued that there is an implicit invitation to any child, unless specifically warned off, to come on to the premises. Thus, the risk of accident to such children must be accepted equally with the known risk involving children already invited or permitted to be present.

Accidents and Injuries—General Public

The society is liable for any damage or injury to person or property sustained by a member of the general public as the result of an action taken by persons, juvenile or adult, participating in any of the activities provided by the Education committee.

Accidents and Injuries—Committee Members and Officials

The society has a responsibility toward individual members of its committees and its full-time and part-time servants just as it has toward other people taking part in its activities and such individual members can bring actions for damages if injured as the result of accident taking place on the premises of the society or whilst engaged officially on any of its activities wherever they may be. The legal liability here is complex and it is usual to cover some aspects of it by a collective life policy taken out by the committee members

individually. Guidance will of course be obtainable from the secretary of the society and/or the Co-operative Insurance Society Limited.

The full-time Education secretary will normally be a 'servant' (as distinct from an 'officer') and will of course be insured, most probably, with the other officials of the society; but if this is not so, adequate cover should be sought since the committee has a liability to him in the event of his incapacity as a result of accident arising out of his occupation.

Insurance Against Possible Claims

The wisest policy for any Co-operative committee is that of adequate insurance. Such insurances are calculated to meet any legitimate claims for damage that may arise from a multitude of causes, and the best advice that can be given is that the guidance of the Co-operative Insurance Society Ltd. be sought and all possible eventualities covered by the various types of policy available.

All shades of liability can be covered in this way, including liability to the general public, liability to adults and children directly or indirectly participating in Co-operative educational activity, whether they be indoor or outdoor and including continuing events (such as clubs) or occasional events (such as fetes, camps, etc.).

Children and Young Persons Act 1933

An Act of Parliament that has great effect on the work of the Co-operative educationist organizing activities in which the audience will be wholly or mainly children or where children may be acting as performers is the Children and Young Persons Act, 1933.

Parliament was dealing with the question of the health and welfare of children when there occurred a shocking disaster as the result of panic among children in a cinema. The reaction of our legislators was immediate, and into the Act was written a clause which says that where there is provided in any building an entertainment for children, or an entertainment at which the majority of the persons attending are children, then, if the number of children attending exceeds 100, the person providing the entertainment must station and keep stationed wherever necessary, a sufficient number of adult attendants properly instructed as to their duties, to prevent more children or other persons being admitted to the building than it can properly accommodate, to control the movement of the children and other persons admitted whilst entering and leaving the building and to take all reasonable precautions for the safety of the children.

This clause does not apply to any entertainment given in a private dwelling house.

It must be noted that parents attending with some of the children are not acceptable as meeting the requirements of the Act, and in addition to any such parents, there must be present adult attendants employed by the promoter of the show, trained for any such emergency as may arise. It is noticeable that the penalties under this section of the Act are heavier than those under any other section, which is some indication of the importance attached to it. It must also be remembered that this Act applies to *all* forms of entertainment at which the audience is wholly or mainly children—not only to film shows.

This Act can also affect the work of a Co-operative Education committee when that committee seeks, as is often the case, to present children on a stage at a public performance.

A child under the statutory school-leaving age is not allowed to take part in a performance for which a charge of admission is made, unless :

- (a) a licence in respect of such child has been obtained from the Local Education Authority covering the area in which the child resides. (The L.E.A. for the area in which the performance is to take place, if different from the child's residential area, must also be informed and can object). A licence can be granted only to a child of 12 years of age or over.
or
- (b) the *net* proceeds of the performance are to be devoted to purposes other than the profit of the promoters, i.e., charity, etc., *and* the child has taken part in not more than six such performances (i.e., before paying audiences) in the preceding six months.

The best advice that can be given to Education secretaries wishing to stage a show including the appearance of children of school age is that they should consult the Local Education Authority and, if that Authority deems it necessary, get permission for the children to appear.

Copyright

The Copyright Act, 1956, is a statute of great importance to authors, playwrights, composers and artists, to publishers, to makers of gramophone records and films, and to broadcasting authorities. It is also of importance to the general public.

It amends and extends the law of copyright so as to cover technical and other developments which have occurred since the passing of the Copyright Act 1911. It now, in fact, contains all the law of the country on copyright matters.

Copyright means literally the right to copy. It is a right possessed by the owner to prevent other persons from copying an original work without his licence. It is a right, therefore, derived from works, whether they are books, plays, tunes, pictures, or other compositions. It is not merely a right in ideas.

In the United Kingdom, any creation of an original work, whether it is literary, dramatic, musical or artistic, operates automatically to secure for it copyright protection. The position is the same whether the work is a letter, an article or a novel, a drama or a comedy, a song or a symphony, a painting, a photograph, or a piece of sculpture. No artistic or literary merit is necessary. For a person to be an owner of copyright, it is sufficient if the work originated with him.

To secure copyright in this country, no formalities are necessary. In particular, it exists and may be enforced without registration. It is only in the international field where formalities are encountered.

Performing Rights

Provisions, of which persons staging forms of entertainment should be aware, are those that have as their purpose the protection of the copyright in such works.

Under the Copyright Act the owner of the copyright has the sole right of performing or authorizing the performance of the work in public. Insofar as operas or musical plays are concerned it is generally appreciated that the consent of the composer or his representative is necessary before such works are performed in public, but it is necessary also to realise that

- (a) Copyright subsists in *every* original literary, dramatic, musical and artistic work and extends for the period of the author's life and fifty years, from the 31st December of the year of his death or for fifty years after first publication, depending on circumstances which need not concern us in this general statement.

It covers the making of records, perforated rolls and other contrivances by means of which the work may be mechanically performed or delivered.

Performing right fees and other royalties are therefore payable to the widows, children, and other legal representatives of many composers and authors no longer living.

- (b) It will be seen that the regulations cover musical works without distinction (operas, musical plays, revues, symphonies, sonatas, songs, dance numbers, etc.), dramatic works (including plays, poems, choral verse, etc.), choreographic works or entertainment in dumb-show, and may extend under certain circumstances to works that have been adapted from older works in which the copyright may have expired.
- (c) It must be clearly understood that all music or similar artistic works may be performed in public only if the authors or composers are paid the royalty to which they are entitled. It is an offence against the Copyright laws to fail to do this.

To facilitate the collection of these royalties two limited liability companies have been formed, each of which is an association of people who own copyrights. They are the Performing Right Society Limited and Phonographic Performance Limited.

Performing Right Society Limited

The Performing Right Society Limited was formed in 1914. It is an association of authors, composers and publishers of copyright musical works formed for the purpose of collecting royalties to which its members are entitled, and to restrain unauthorised performances.

The operations of this society extend only to musical works. It is not concerned with the performance of non-musical plays or sketches, nor with operas, musical plays, or other dramatic or musical works when performed in their entirety by living persons on the stage.

The Society has devised the system whereby it issues licences to halls in which performances take place. The revenue from the issue of such licences constitutes the royalties of the Society's members. The licences issued to the proprietors of premises can be annual (renewed at fixed dates), or, in the case of a performance taking place in a hall not permanently licensed a temporary licence covering single or a few performances made out to the promoters of the entertainment.

The person taking out the licence pays a fee for it, the fee being based upon an assessment of the amount of music content there is likely to be in the performance or performances concerned, in accordance with a graded tariff. The Society does not grant

licences to vocalists, orchestras, dance bands or other performers as such.

It has been legally established that the Society has the right to collect the licence fees and can take action in County Court against persons who give public musical shows without first taking out a licence. The Society employs inspectors who visit halls to satisfy themselves that their regulations are being carried out. The address of the Performing Right Society Limited is Copyright House, 30 Margaret Street, London, W.1.

Phonographic Performance Limited

This organization, again a limited liability company, is very similar in function to the one just discussed except that it is concerned only with works reproduced by means of gramophone record.

The Copyright Act 1956 gives to the gramophone record manufacturer a special copyright which lasts for fifty years but does not preclude other manufacturers from making records of the work. This copyright in the record is subject to the rights of the original author. Consequently, the music user who wishes to give a performance of records must pay a double royalty. In practice this means that he must have a licence from Phonographic Performance Limited as well as a licence from the Performing Right Society Limited.

Phonographic Performance Limited is an association of makers of gramophone records, and lists no less than thirty-three such manufacturers among its constituents. It issues licences to people who wish to use gramophone records in connection with public performances. The licence can be an annual one on any specified hall, or it can be a temporary one covering one or a few performances at a hall or series of halls. It, too, has the backing of the law, and can take action against people who contravene its regulations. The address of Phonographic Performance Limited, is 144 Wigmore Street, London, W.1.

It should be clearly understood that the licensing information given here applies to all forms of public entertainment, including the use of music in connection with amateur drama shows with which Co-operative education committees are actively concerned.

With the increasing use by Co-operative education committees of tape-recording and similar sound reproducing apparatus, the law of copyright with regard to such contrivance should be known and observed.

Section 23 of the Copyright Act provides for the establishment of a tribunal called the Performing Right Tribunal, for the purpose of exercising the jurisdiction conferred by the provisions of the Act and for determining disputes arising between licensing bodies and persons requiring licences.

Stage Plays

When stage plays are presented there are three points to be kept in mind:

- (a) to observe the Copyright law relative to the author;
- (b) to ensure that the hall or theatre in which the play is to be performed is properly licensed; and
- (c) to ensure that the play has been approved by the Lord Chancellor.

Before the play is performed, the permission of the owner of the copyright must be obtained and the royalty fee paid. The address to which applications should be made (and often the amount of royalty fee paid) is usually to be found in the opening pages of each copy of the printed play. If in doubt, address a letter to the author, care of the publisher.

Under the Theatres Act, 1843 it is illegal to present a stage play or similar entertainment, whether it be amateur or professional, in a hall which does not possess a stage play licence issued by the local authority. All conditions of a licence must be adhered to. No public Sunday performances are permitted.

It must be noted here that a hall which has been licensed for the 'Performance of Public Music, Dancing and Entertainment of like Kind' is not, by this fact alone, also licensed for the performance of stage plays. The Music and Dancing Licence is issued by the local magistrates and has as its purpose the control of behaviour at such halls. Despite the words '... and like kind', such licence does not cover stage plays.

A stage play licence is issued by the local council, and in considering an application the council calls in its engineer, medical officer, and chief fire officer who between them submit the hall to a most rigorous scrutiny. Probably the one who, for obvious reasons, will have most to say is the chief fire officer. He will see that the hall has seats that are bolted to the floor (or in the case of a temporary licence, firmly fixed together in groups of four in a row); that the central and side gangways are of certain minimum widths; that the hall has an effective secondary lighting installation; that the exits

are easily accessible and readily opened; that the exit notices are large, lighted, clear and not ambiguously worded; that adequate, well-lighted and safe staircases are always available; and that 'No Smoking' is the rule back-stage, announced in large letters.

The obvious legal point for Co-operative education secretaries is not to attempt to stage a play without first ascertaining beyond doubt that the hall carries a stage play licence.

It must be added that a stage play licence is not necessary for concerts, choral performances or variety shows of that type.

Where an admission charge is made in any way whatsoever, to any stage play, the whole of the play must have been approved by the Lord Chamberlain who has absolute power to operate a censorship on grounds of public order, decorum and public morals. Very heavy penalties are imposed for performing for 'hire' a play or any part of a play not approved by the Lord Chamberlain and even the licence for the theatre may be suspended or cancelled.

Film Shows and Film Societies

The Cinematograph Act, 1909 was passed when the cinema was a new force in our lives. In it, recognition was given to the danger to human life inherent in the high degree of inflammability of the celluloid film used.

The Cinematograph Act, 1952 was passed, firstly because modern technique has evolved a system of producing 35 mm. film on a non-inflammable stock and, secondly, because it places the 16 mm. film and the 35 mm. film on a common basis. Because the 16 mm. film is the type almost exclusively used by Co-operative educationists, it is necessary that we should know of the provisions of the newer Act.

Briefly stated, the Act recognises (a) exempted exhibitions; and (b) exempted organizations.

(a) EXEMPTED EXHIBITIONS

These are non-commercial shows to which the public is either not admitted or is admitted without any form of payment; and such shows can be given in any type of building. This means that the normal 16 mm. free shows given by Co-operative education committees in their own halls, village halls and similar places not regularly used for cinema performances are still unaffected by the Act, and can continue. Such shows are not subject to censorship.

A FEW POINTS OF LAW

(b) EXEMPTED ORGANIZATIONS

This section of the Act appears to have as its purpose the exemption of film societies. An exempted organization is a society, institution, committee or other organization in respect of which there is in force at the time of the exhibition a certificate of the Commissioners of Customs and Excise certifying that the organization is not conducted or established for profit. With this certificate the organization concerned can give shows with non-flam film and make a charge for admission or have a club subscription or similar form of payment, provided that the hall used has not been used for an exempted exhibition on more than three out of the seven days preceding their show. Otherwise the show would have to be open free to the public to secure exemption. (Shows organized as a children's cinema club are not exempt unless given in a dwelling-house or as part of the activities of an educational or religious institution, e.g., a school film society.)

Where a Co-operative film club is organized, care should be taken to ensure that the educational purpose is clearly defined as the aim of the club in a written constitution.

Advertising

From time to time the Education secretary has to issue advertisements, and this is, in the main, a straightforward task having little in the way of legal complication for him. Speaking generally, it may be said that any advertising done falls into one of two categories: (a) that of announcing the events, classes, concerts, etc., organized from time to time; and (b) general advertising, which may be trade advertising, carried in the *Home Magazine* or other journal recognized as the organ of the society. In the case of the former it is perhaps necessary to know a little about the provisions of the Town and Country Planning Act, 1947.

This Act jealously guards the amenities of our towns and countryside against the possibilities of assault in the form of unæsthetic and incongruous advertisements, and rigidly controls, through the local government authority, all outdoor advertising.

Normally, of course, the windows of Co-operative shops are used for Education department announcements, and there is no legal objection to this. If we do go beyond these points, it must be remembered that it is a trespass to affix an advertisement to private property without having first obtained the owner's permission and it is also a trespass to affix advertisements to trees, telegraph poles or fences or in any such positions without permission. (The G.P.O.

does not grant such permission in the case of telegraph poles or similar G.P.O. property.)

With regard to advertisements themselves, there is, in general, no legal restriction except to the contents of advertisements and that the laws relating to libel must not be contravened and that it is illegal to advertise an illegal event. This means that if, by some accident, an event is being staged which contravenes, say, the Children and Young Persons Act or the Cinematograph Acts, then the advertisement announcing such event is also illegal and a dual offence will have been committed.

Most of our advertising falls in the temporary category and there is little fear of contravening the law. It is suggested, however, that the course of wisdom when seeking to advertise away from our own premises would be to use the recognised billposting agencies. We are then better assured of keeping within the law and of not giving offence to anyone—as well as being reasonably sure of being on good advertising sites.

Education Secretary as Editor

The British law of libel is closely-woven, inelastic and almost forbidding, so that editors have the constant worry that they may inadvertently make some statement that turns out to be libellous. In fact, the law of libel affects everyone who puts pen to paper, just as the law of slander affects everyone who talks in the presence of a listener other than his or her spouse.

What is libel? A libellous or slanderous statement is one which, being untrue, defames, either deliberately or otherwise, the person complaining. The following test might be applied to anything alleged to be defamatory. Does the matter complained of tend to lower the plaintiff in the estimation of right-thinking men or cause him to be shunned or avoided or expose him to hatred, ridicule or contempt? This question admittedly does not cover every possibility of libel, but if it is brought into use on anything that is dubious it will prove a good practical aid. In England and Wales a difference is made between libel and slander in that slander is the spoken word whereas libel is that which appears in more permanent form, i.e., writing, etc. In Scotland, it is all slander.

To expand: a libel or slander is an untrue statement which tends to diminish the good opinion which others have of a person; tends to expose him or her to public hatred or ridicule or contempt, or to injure him or her in any office, profession or business—a very wide field.

As indicated earlier in the chapter, the law of copyright says that everyone who creates a piece of work in a permanent form, e.g., either as literature, music, painting or sculpture, has the right to prevent others from reproducing it for any purpose. This right exists throughout the lifetime of the owner and, with some negligible exceptions, for fifty years beyond.

The rule applies to artists' drawings and paintings. When prepared entirely by the artist on his own initiative, he owns the copyright and publication can only be by his permission. If, on the other hand, an artist is commissioned to do a special work, the copyright belongs to the commissioner.

Photographs, too, are copyright, and the right belongs to the person who took the original photograph unless it was specially commissioned, in which case the copyright belongs to the person who commissioned it.

To avoid a breach of the copyright law (a criminal offence) the golden rule obviously is 'get permission'.

Liabilities Under National Insurance Acts

It is necessary that the Education secretary should be aware of the liabilities of the society under these Acts, and perhaps the best advice that can be given is that he should secure the appropriate leaflets which are issued free by the Ministry of National Insurance and can be obtained from any of its local offices. The applicable leaflets are N.I.20 and N.I.37 (Inconsiderable Employments). Any cases of doubtful circumstances should be reported to the local office, where guidance can be obtained.

We can, however, summarise the main points.

In respect of *full-time* employees, the full contributions required by the Acts covering all aspects of National Insurance, e.g., industrial injuries, pensions, sickness and unemployment will, of course, have to be paid.

What is not always so clearly understood, however, is the position of *part-time* workers, e.g., spare-time Education secretaries, teachers, youth club leaders, choir masters, cleaners, etc., who may have no other employment requiring them to pay National Insurance.

It must be stressed that *all* employed persons, *no matter how limited the employment*, must pay a contribution under the Industrial Injuries Act. Where such employee works for more than one employer, then the first employer in any week is liable for the contribution for that week.

In the case of spare-time workers, occasionally and irregularly employed, the contribution covering sickness and unemployment need not be paid if the post is one that is 'subsidiary to the main source of livelihood' or requiring 'only part-time or occasional service'. It is obligatory, however, in such cases to make a contribution under the Industrial Injuries Act (unless, of course, a payment under the Act has been made arising from other employment).

In the case of persons with a more or less *regular spare time* employment, e.g., youth club leaders, teachers, choir masters, etc., where the employment is for less than four hours in any week (eight hours for cleaners) by any one employer, the contribution required is only that covering Industrial Injuries. If such a person is employed for four hours or more in any week (eight hours in the case of a cleaner) the full contribution under both Acts must be paid.

The obligation to see that payment is made is the employer's, in this case the local society. It is therefore appropriate and necessary that the fullest consultation and agreement on the procedure to be followed takes place between the Education secretary and the secretary of the society, to ensure that this legal obligation is satisfactorily undertaken.

If in Doubt, Seek Guidance

We conclude the chapter with the homily that the main preoccupation of an Education committee is with education, not with law. Good working relationships with the society's officials will solve most of the legal questions which arise in the day-to-day work of a Co-operative Education committee.

APPENDIX

HOW IT WAS DONE

In this appendix, we give in brief terms, some specific examples of how educational projects were undertaken in local societies. No claim is made that other societies could or should follow in identical ways but it is hoped that the examples will offer both guidance and encouragement.

CASE No. 1: A CLASS IN SOCIAL STUDIES

The Education committee, at its May meeting, met the W.E.A. organizer and agreed to sponsor a class in Social Psychology during the next winter session. The tutor was to be provided by the W.E.A. and the Education committee was to pay a block charge of £3 3s. od. towards his expenses. The class was to meet in the Co-operative Hall.

The Education secretary publicised the class in the August issue of the *Home Magazine* and had an advertisement in the local paper for three successive weeks just prior to the opening of the class in September. A personal letter, not duplicated, was sent to C.Y.M. leaders, departmental managers and to the film society, inviting support. A special announcement was made at each of the film shows which the committee had organized for new members. A letter was sent to each student who had attended a class in 'Public Expression' held the previous winter.

The class got away to a good start with fourteen enrolments: two teachers, two C.Y.M. leaders, two engineers, two agricultural workers, one office worker and five others. The class met weekly for twenty-four weeks and the average attendance was ten.

The meeting place was warm and pleasant during the cold weather. A cup of tea was provided during the break between lecture and discussion periods. Two students made the tea and the committee provided the ingredients. This helped to create the friendly spirit and informal atmosphere which was the keynote of the class. Regular visits by the Education secretary helped to sustain interest.

The lecturer used visual aids, especially the blackboard and was able to hold the interest of the students and identify himself with the friendly atmosphere.

CASE No. 2: A LADIES' CHOIR

In this case the Education committee, at its January meeting, decided to organize a choir. The request arose from a committee member who was also a guildswoman. It appeared that, at a joint guilds rally in the county, a small choral contest had been held, which had led to the suggestion that a central class should be organized to train the best singers. The initial problem seemed to be that of

finding a suitable tutor and this was solved by persuading a member of the Education committee, who was a school teacher and who specialized in teaching singing in her school, to accept this position. Enrolment was obtained by a personal visit to each guild branch by the tutor, during the summer months. The August *Home Magazine* contained a note about the formation of the class and, for two weeks prior to its commencement in September, there was an advertisement in the local press.

The Education secretary conducted the necessary negotiations with the L.E.A. and, as a result, the choir was recognized as a class. It met weekly for twenty-four evenings. The L.E.A. paid the tutor's fees, provided and paid the accompanist, and arranged a schoolroom as a meeting place free of cost.

Twenty-two members attended the class, mostly guildswomen.

Each choir member paid the class fee, but, as they all completed 75 per cent. attendances, the Education committee refunded this at the close of the session.

Interest has been maintained by means of performances at guild rallies and at other Co-operative functions, whilst participation in the county music festival, both as a choir and for individual items, has acted as a stimulus.

CASE No. 3: A MEMBER-SERVICE COURSE

In the society concerned, a grocery branch manager was sent to Stanford Hall for training as an instructor in member-service. He was due to return, upon completion of his five weeks' course, in mid-March.

Before the instructor returned, the managing secretary and the grocery manager met and went through the statement issued by the Education Department of the Co-operative Union entitled: 'Presenting and Organizing the 3½-day Course'. After agreeing that no change should be made in the pattern laid down, they drew up the plans for a series of courses to commence in mid-April.

The society had thirty-nine grocery branches with 407 staff. It suffered from labour shortage; about fifty per cent. of the staff were females, mostly married. The fact that staff holidays would commence shortly after the commencement of the scheme was a factor which had to be considered.

Premises and Equipment

The grocery warehouse was situated centrally and contained a large room which had been recently decorated and was admirably

APPENDIX

suited as a demonstration shop for the purposes of the scheme. The grocery manager took over the list of equipment and commodities provided by the Co-operative Union and agreed to cover the requirements without either ridiculous parsimony or undue extravagance.

Refreshments

It was agreed that a free cup of tea should be provided both in the morning and afternoon and the grocery manager undertook the arrangements for this service. No mid-day meal provision was necessary since within the compact area of the society the staff members would be able to reach their homes.

Trainees' Handbook

The low cost of this was noted and the managing secretary ordered the necessary quantity.

Branch Managers

Should the branch managers attend the full 3½-day course or a one-day conference? It was decided that three conferences should be held on consecutive days with thirteen managers attending each. By this means, the nature and character of the training scheme would be made widely and quickly known throughout the society and the possibility of misrepresentation minimised.

It was interesting to see that after the courses had been in operation for a few weeks and their outstanding benefits became obvious, the branch managers returned for the full course and were keen to do so!

Order of Training

The normal staff strength of each branch was listed and then grouped into units from which twelve sales staff could be released for 3½ days each week. By permitting certain groups to be slightly less than twelve, it proved possible to build groups of reasonably similar experience, though not always of a similar age. Subsequently the instructor reported that he found no problem because of this fact.

The courses proceeded well until the first week in May, when a temporary halt had to be called because of the commencement of staff holidays. The programme was resumed in mid-September at the point where it left off.

The officials kept to their self-imposed commitment of attending the opening and closure of each course. This increased the benefits

derived from the direct instruction, for the staff were quick to note this interest.

A slight alteration was made to the normal programme when the courses were given to juniors who had recently joined the staff. On two mornings they attended half an hour earlier in order to fit in a visit to the bakery. The juniors appreciated this 'take you into our confidence' attitude and gave their support to the drive to increase bread and confectionery sales.

The instructor sent in a written report each week to the managing secretary and one point which was noted from these reports was that the new group arriving at the training centre settled down very quickly each Monday morning. Staff members returning to their shops had spoken well of the training and it was subsequently welcomed.

The grocery sales showed an increase over the previous six months' trading which represented eighty-five per cent. of the total increase for the society and it was felt that some measure of this success was due to improved member-service.

All went well with the scheme, in spite of the break for summer holidays, until an influenza epidemic reached the area. With shop staffs depleted by illness the training programme was jeopardized.

The managing secretary and grocery manager conferred and the Board of Directors supported their recommendation that, despite the difficulties, there should be no interruption in the training programme. The courses continued but this meant that, for a few weeks, careful grouping was disrupted. It was acknowledged that there might have been some loss in the effectiveness of the training, but it still brought about a marked improvement in the participants. Any employee who failed to complete the course due to illness was required to attend again upon returning to duty.

Well Worth the Trouble

When the whole staff of a branch had completed its training, the branch manager was invited to give frank replies to questions which sought to assess the degree to which the techniques imparted were being maintained in daily shop life. The replies provided overwhelming evidence that the difficulties and minor irritants of carrying through a programme of over thirty courses, each lasting 3½ days, were more than compensated for by the results achieved.

CASE No. 4: A COMPREHENSIVE STAFF TRAINING SCHEME

Society membership 24,000, distributive employees 636.

The scheme covering recruitment and training was prepared initially by the staff training committee in consultation with staff training tutors and the member-service instructor. The full-time Education secretary is the convenor of the staff training committee. The scheme was submitted to a special meeting of departmental managers whose comments and suggestions were considered by the staff training committee and, in appropriate cases, incorporated into the scheme. The completed plans were submitted to the Board of Directors and their full backing was obtained.

The scheme was in four parts:

1. Staff recruitment;
2. An introductory course;
3. Short-term practical training;
4. Long-term training for a career.

The final scheme was outlined in a printed leaflet and sent to all employees through their departmental managers and to the local Youth Employment Bureau.

1. *Staff Recruitment*

This aims to improve the standard of the young person entering into employment with the society.

An entrance examination is held three times a year at school-leaving periods and the Education secretary works very closely with the youth employment officer for this purpose. Visits are arranged for school leavers to see the society's undertakings, and talks are given in schools.

Applicants, under the age of 18, complete a standard form and are interviewed by the Education secretary, who keeps record cards showing training and educational attainments for all junior employees. A printed prepaid postcard, giving details of vacancies in the society's departments was inserted in *Home Magazine* and an attractive recruitment poster was displayed in the shops.

2. *Introductory Course*

These courses are held at Easter and in September of each year. Attendance is compulsory and all juniors must take the course within six months of joining the staff. In addition to these courses, which

CO-OPERATIVE EDUCATION

are held on the afternoons of Monday to Wednesday, a visit to a C.W.S. factory is arranged and this must be undertaken during the first year of employment.

SYLLABUS

Monday Afternoon

History and organization of the society.

Film: 'Men of Rochdale'.

Filmstrip lecture: 'Co-operation is Everybody's Business'.

Quiz.

Tuesday afternoon

Conditions of service.

Staff training.

The work of the Education committee.

Films: 'Youth Looks Ahead'.

'Co-operation'.

Wednesday afternoon

Welfare.

Cash and check systems.

Visit to check office.

Film: 'Punched cards pay dividends'.

3. *Short-term Practical Courses (Local Syllabus)*

Two courses are held, attended by all junior members of the staff in turn. The first covers grocery and bakery-transport staff, and the second is for the dry goods staff. Each course is held on Monday and Tuesday in four successive weeks, making eight full days in all.

SYLLABUS FOR GROCERY DEPARTMENT

First Monday

Introduction: appearance and behaviour in shop; shop and department organization; shop routine; cleanliness; storage; interior displays; weighing and care of scales.

First Tuesday

Prices and leakage; reception of merchandise; storage in warehouse; self-service packing; greengrocery.

Second Monday

The aims of salesmanship; the attraction of the customer; selling points of Co-operative merchandise; handling money; check system.

Second Tuesday

Reception of customers; negotiation of sale; conclusion of sale; some awkward situations.

Third Monday

Prices and leakage; handling of commodities—tea, coffee, cocoa; psychology of salesman's approach to customer and merchandise.

Third Tuesday

Handling of commodities: (a) dried fruit, soaps; (b) butter, cheese, eggs; (c) cereals, tinned goods; (d) pickles, jams.

APPENDIX

Fourth Monday

Creative salesmanship; introduction of related lines, etc.; sales targets; planning for improved sales and service; shop and interior displays; handling of money and check system.

Fourth Tuesday

Handling of commodities: (a) dried fruits, soaps; (b) bacon, butter, cheese, eggs; tea, coffee, cocoa.

Quiz—assessment of course.

SYLLABUS FOR DRY GOODS DEPARTMENT

First Monday

Introduction: appearance and behaviour in shop; shop and departmental organization; shop routine; cleanliness; storage; interior display.

First Tuesday

Reception of merchandise; storage in stock room; handling of money; check system.

Second Monday

The attraction of the customer; the aims of salesmanship; selling points.

Second Tuesday

Reception of customer; negotiation of sale; conclusion of sale; some awkward situations.

Third Monday

Psychology of salesman; approach to customer; approach to selling; approach to merchandise.

Third Tuesday

Creative salesmanship; introduction of related lines; planning for improved sales and service; practice handling of money and check system.

Fourth Monday

Reception of customer; negotiation of sale; conclusion of sale.

Fourth Tuesday

Shop and interior display.

Quiz—assessment of course.

4. Long-term Training for Career

The society has several novel and encouraging features in this section of their scheme. It is recognized that only a limited number of employees will wish to take long-term study in order to qualify for certificates and diplomas. It is realized, however, that such students can succeed only if they study systematically, and the Board of Directors has offered the following incentives:

- (a) One half-day leave of absence each week during the period September to March, for study of correspondence courses at the Co-operative Hall with tutorial help.

CO-OPERATIVE EDUCATION

- (b) Books are supplied on loan. Fees and fares are met by the staff training committee, subject to completion of seventy-five per cent. of the course.
- (c) For each individual certificate gained the student is given two days' holiday, or pay in lieu, plus a theatre visit and meal as part of the presentation ceremony.
- (d) Wage bonuses:

	<i>per week</i>
Certificate in Salesmanship:	s. d.
If not leading assistant	4 0
If leading assistant	3 0
Certificate in Branch Management:	
If not first hand	7 0
If first hand	5 0
Certificate in Departmental Management:	
If not first hand	10 0
If first hand	8 0
If branch manager	6 0

A similar scale applies to secretarial studies.

For the outstanding students, the society offers awards to the Co-operative College or other suitable colleges, for periods of one or more years.

Some features of this scheme which should be noted are:

- (a) Its comprehensive character.
- (b) The steps taken to secure maximum agreement between the staff training committee, the departmental managers and the Board of Directors *before* the scheme was launched.
- (c) The obvious fact that the society is treating staff recruitment and training as a major problem of *policy*, and the creation of confidence among the staff that any studies undertaken by them will be duly noted for consideration regarding promotion.

CASE No. 5: A CO-OPERATIVE YOUTH CLUB

The society concerned had only 980 members and no Education committee, all educational work being undertaken by the Board of Directors. After an interview with the Sectional Education Officer of the Co-operative Union, advertisements were inserted in the local press, and employees were canvassed. A sufficient number of young people applied to join the proposed Co-operative youth club. After consultation once again with the S.E.O., a suitable leader was found.

This leader and three selected members attended a leadership training course, during which plans were completed for the opening of the new youth club. There was no Co-operative hall, but accommodation was secured in the Town Hall at a small weekly rental. The leader carries out his duties in an almost voluntary capacity, so that the society does not have a heavy expenditure.

The opening night was attended by the Board of Directors, the S.E.O. and the leaders of neighbouring Co-operative youth clubs. A ceremonial opening, at which a rainbow ribbon was cut and welcoming speeches made, provided the right atmosphere and gave impetus to the new organization. Recruitment of members was undertaken entirely by the original group.

This club exists in a small area where there is already an established spirit of community, but there is little doubt that the correct beginning did a great deal for the successful establishment of the Co-operative youth club.

INDEX

The chapter titles at the beginning of the handbook and in particular the note of contents at the beginning of each chapter will give useful guidance as to where any information should be sought. The index is designed to supplement the aid available there.

A.B.C. of Chairmanship, 175, 188.

Accidents, 210, 211.

Administration, 31, 35, 149.

Adult Education, 11, 31, 32, 50-59, 60-71, 72-79, 80-85, 86-93, 149.

Advertising, 219.

Affiliations and Donations, 31, 35, 36, 149.

Antigonish Fishermen Co-operatives, 74, 76.

Arts and Crafts, 58, 63.

—Exhibitions, 58.

Association of Education Committees, 140.

Audiences, 52, 210, 212.

Auxiliaries—see Co-operative Auxiliaries.

Balance Sheets—see Reports and Balance Sheets.

Ballet, 128.

Boards of Directors, 19, 20, 27, 36, 41, 42, 43, 70, 71, 75, 76, 95, 112, 144, 161, 164, 170, 188, 194, 228.

Book-keeping and Accounts, 146-159.

Branch Managers' Practical Course, 102.

British Drama League, 84, 129.

British Federation of Young Co-operators (see also Co-operative Auxiliaries), 14, 121, 123, 131, 132.

British Film Institute, 85.

British Institute of Management, 141.

British Standards Institution, 88, 92.

Budget—see Education Committee.

Catering, 53.

Central Council for Physical Education, 125.

Central Executive—see Co-operative Union.

Certificates and Diplomas, 10, 23, 108, 110, 140, 141.

Chief Education Officer, see Co-operative Union.

Children and Young Persons Act 1933, 212.

Children's Classes, 14, 127.

Children's Film Clubs, 128.

Children's Film Foundation, 129.

Choir—case study, 225.

Choirs—junior, 14, 40, 81, 127.

Choral Societies and Classes, 6, 16, 17, 29, 31, 33, 40, 51, 61, 67, 68, 70, 81, 82, 83, 107, 109, 149, 165, 225.

Cole, G. D. H., 12.

Colour and Pattern in Your Home, 89, 90.

Committee—see Education Committee.

INDEX

- Concerts and Concert Meetings, 29, 82.
- Conferences, 32, 51.
- Consumer Education, 12, 86, 87, 88, 89, 90, 91, 92.
- Consumer Reports*, 88.
- Co-operative Aims, 3, 5, 87, 101.
- Co-operative and Social Studies, 12, 45, 63, 64, 65, 71, 73, 78, 79, 143, 225.
- Co-operative Auxiliaries, 13, 19, 21, 28, 34, 40, 51, 62, 63, 73, 75, 91, 92, 117, 130, 131, 138, 161.
- Co-operative Character, 3, 5.
- Co-operative College, 10, 23, 24, 36, 58, 112, 133, 134-145, 170.
- Co-operative Co-partnership, 66.
- Co-operative Education—origins, 3.
—purpose, 3, 4, 5, 6.
- Co-operative Education Bulletin*, 74.
- Co-operative Education Secretaries' Association, 1, 36, 188, 194.
- Co-operative News*, 48, 180.
- Co-operative Party, 46, 47, 64, 88, 132.
- Co-operative Production, 66.
- Co-operative Secretaries' Association, 24.
- Co-operative Students' Fellowship, 79.
- Co-operative Travel Service, 90, 91.
- Co-operative Union Limited—Central Executive, 24.
—Chief Education Officer, 24, 136, 138.
—Education Department, 10, 11, 23, 45.
—Education Executive, 22, 24, 25.
—General Purposes Committee, 22, 24, 138.
—Joint Committee on Technical Education, 24.
—Legal Department, 45, 209.
—Principal—see Chief Education Officer.
—Publications Department, 45.
—Stanford Hall Joint Committee, 24, 138.
- Co-operative Wholesale Society Limited, 24, 46, 58, 91, 139.
—Bank, 148, 159.
—Film Service, 46, 56, 90, 91.
—Market Research Department, 92.
- Co-operative Youth Centres Limited, 71, 128.
- Co-operative Youth Leader*, 49.
- Co-operative Youth Movement, 9, 14, 15, 24, 31, 40, 58, 114, 149, 165, 232.
—Accommodation, 116, 117.
—Activities, 16, 17, 116, 119.
—Aims, 15, 115, 116, 121.
—Committee Visits, 120, 121.
—Grant Aid, 123.
—Joint Events, 119, 120.
—Leaders, 115, 117, 118, 119, 120, 138.
—Parents' Nights, 124, 125.
—Summer Holiday Courses, 124, 125.
—Transfer of Members, 119.

INDEX

- Copyright, 213, 221.
Correspondence Courses, 10, 23, 24, 106, 118, 192.
C.M.D.—Diploma in Co-operative Management, 10, 108, 141.
C.S.D.—Co-operative Secretaries' Diploma, 10, 108, 141.
Council for Education in World Citizenship, 123.
Council of Industrial Design, 89.
Cultural Groups, 81.
Customs and Excise, 219.
- Day-Release Classes—Junior Employees, 110.
—Universities, 13, 69.
- Delegations, 31, 35, 149.
Departmental Managers, 19.
Design, 89.
Design and Our Homes, 89.
Design for Study series, 77.
Diplomas—see Certificates and Diplomas.
Diploma in Political, Economic and Social Studies, 141.
Discussion Groups—see Study Groups.
Display Units, 58.
District Committee—see N.C.E.A.
Drama Activities, 29, 31, 71, 83, 129, 149.
- Easter Convention—see N.C.E.A.
Editor, 220.
Education Committee—Agenda, 177, 195.
—Appointment, 19, 20, 41, 163, 117, 181.
—Budget, 30, 31, 147, 183.
—Chairman, 173, 174, 184.
—Committee Members, 35, 39, 40, 41, 63, 71, 163.
—Election Methods, 163.
—Fees and Expenses, 35, 169.
—Finance, 28, 30, 36, 157, 158, 165, 178, 205.
—Grant, 20, 27, 28, 30.
—Joint Committee, 42, 170, 185.
—Meetings, 167.
—Minutes, 178, 196, 197.
—Officers, 168.
—Organization, 160-171.
—Policy Meetings, 30, 183, 203.
—Procedure, 64, 172-181.
—Programme, 15, 27, 28, 30, 31, 119, 183, 203.
—Quorum, 168.
—Reports, 158, 164, 178, 179, 180, 204.
—Representation, 170, 181, 187.
—Responsibilities, 15, 19, 41, 87, 115, 161, 164, 165, 186,
210.
—Re-union, 40.

INDEX

- Education Committee—Rotas, 181.
 - Rules, 36, 161.
 - Size, 162.
 - Standing Orders, 176.
 - Status, 164, 209.
 - Sub-committees, 168, 169, 183, 184, 185.
 - Treasurer, 175.
 - Vice-Chairman, 175.
 - Voting, 176.
- Education for Citizenship, 74.
- Education Department—see Co-operative Union.
- Education Executive—see Co-operative Union.
- Education Secretary—Appointment, 20, 166, 192.
 - Correspondence, 179, 198, 199.
 - Duties, 42, 188, 191, 193, 194, 195, 220.
 - Filing, 202.
 - Full time, 20, 171, 194.
 - Office Equipment, 35, 201.
 - Part-time, 20, 43.
 - Payment, 193.
 - Qualities, 191, 192, 194.
 - Relations with Committee, 188.
- Elfin Folk—see Woodcraft Folk.
- Elocution Classes, 129.
- Employees, 19, 42, 43, 57, 161.
- Enrolling Students—see Students.
- Examinations, 23, 107, 111, 112.
- Exhibitions, 58.
- Federation of Film Societies, 85.

- Film Officer, 56.
- Film Shows, 32, 56, 57, 212, 218.
- Film Societies, 84, 128, 218.
- Films—Education, 55, 56, 57, 84, 92, 98, 99, 129, 165.
 - Projectors, 56.
 - Propaganda, 56.
 - Use of, 55, 218.

- General Purposes Committee—see Co-operative Union.
- Good Housekeeping Institute, 88.
- Grants to Education Committee—see Education Committee.
- Group Discussion, 55.
- Guilds, Guild Branches—see Co-operative Auxiliaries.

- Hall, Prof., 135.
- Halls, 51, 54, 67, 185, 186.
- Highway*, 49.
- Home Magazine*, 46, 49, 52, 219, 225, 226.

INDEX

- Incentive Awards—see Recognition of Study.
Induction Courses—see Initiation Courses.
Industrial Injuries Act, 221.
Initiation Courses, 9, 96, 97, 98, 99.
Institute of Personnel Management, 166.
Insurance, 212.
Intermediate Certificate in Management Studies, 141.
International Co-operative Alliance, 36, 47.
International Co-operative Day, 29.
International Federation of Young Co-operators, 25, 124.
Irish Women's Guild—see also Co-operative Auxiliaries, 14.

Joint Committees—see Education Committees.
Joint Committee on Technical Education—see Co-operative Union.
Junior Choirs—see Choirs.
Junior Classes—see Children's Classes.

Leadership, education for, 13.
Lecturers' Fees, 51, 67, 68.
Legal Advice, 209.
Libel, 220.
Libraries, 29.
Licences, 217, 218.
Literature, sale of, 29, 55.
Local Education Authorities, 25, 29, 43, 63, 66, 67, 81, 83, 85, 109, 110, 123, 125, 130, 139, 213, 226.
Local Government, 64.
Local Societies, 19.
Local Studies, 79.
Long-term Courses, 16, 23, 105.
Lord Chancellor, 217.
Loudspeaker, 53.

Making the Most of Your Course, 107.
Management Committee—see Boards of Directors.
Meetings, 32.
Member-Service—Case Study, 226.
—Courses, 9, 99, 101, 226.
Methods of Study, 55, 140.
Midland Co-operative Educational Centre Trust, 136.
Ministry of Consumer Welfare, 88.
Musical Festivals, 82.
Music Appreciation, 57, 85.

National Co-operative Education Association, 1, 19, 22.
—Annual Conference, 23, 27, 28.
—District Committees, 21, 35, 54, 58, 109, 111, 122, 170.
—Easter Convention, 23, 27, 28, 35, 41, 122, 180.

INDEX

- National Co-operative Education Association—Education Executive—see Co-operative Union.
 —Fund, 21, 24, 36.
 —National Organization, 19, 22.
 —Sectional Organization, 21, 22, 28, 35, 36, 113, 122.
- National Co-operative Managers' Association, 24.
- National Co-operative Men's Guild—see also Co-operative Auxiliaries, 14.
- National Council of Labour Colleges, 25, 36, 44, 51, 66, 67, 68.
- National Film Library, 85.
- National Guild of Co-operators—see also Co-operative Auxiliaries, 14.
- National Institute of Industrial Psychology, 166.
- National Insurance Acts, 221.
- National Service, 105, 110.
- National Union of Co-operative Officials, 194.
- National Union of Teachers, 52.
- Officials, 42, 95, 137.
- Old Age Pensioners, 31, 82, 83.
- One-Day Schools, 53.
- Our Co-operative Society* Study Guides, 64, 75, 77.
- Overseas Tours, 127.
- Owen, Robert, 3.
- Parent-Teacher Associations, 52, 57.
- Pathfinders—see C.Y.M.
- Performing Rights, 214.
- Performing Rights Society Limited, 215.
- Performing Right Tribunal, 217.
- Phonographic Performance Limited, 216.
- Pioneers—see Woodcraft Folk.
- Plan and a Challenge*, 16, 17, 62, 73, 102, 105, 116.
- Playways—see C.Y.M.
- Plebs*, 49.
- Policy Programme and Budget Meeting—see Education Committee.
- Practical Courses—see Technical Education.
- Press, 47, 62.
- Printing, 52, 206.
- Programme Planning, 16, 17, 19.
- Project Studies, 79.
- Promotion Policy, 107, 112.
- Propaganda, 31, 36, 149.
- Prospectus—College, 142.
 —Education Department, 29, 65, 106, 109, 147, 170.
- Provision Assistants' Course, 102.
- Publicity, 52, 62.
- Recognition of Studies, 107, 108, 232.
- Recreational Activities, 12.

INDEX

- Refresher Courses, 10, 112.
- Report and Balance Sheet, 3.
- Research, 78.
- Residential Colleges Committee, 140.
- Residential Courses, 23, 70, 109, 112, 128, 137, 167.
- Responsibility, Training for, 105.
- Re-unions, 70.
- Reynolds News*, 48, 52, 91.
- Royal Academy of Dancing, 128.
- Scholarships, 71, 112, 139-144.
- Scottish Co-operative Men's Guild—see also Co-operative Auxiliaries, 14.
- Scottish Co-operative Women's Guild—see also Co-operative Auxiliaries, 14.
- Scottish Co-operative Wholesale Society Ltd., 24, 139, 148, 159.
- Scottish Co-operator*—see also *Co-operative News*, 48.
- Sectional Boards, 21, 22.
- Sectional Education Councils—see N.C.E.A.
- Sectional Education Officers, 22, 23, 27, 45, 51, 101, 111, 118, 125, 140, 185.
- Sectional Organization—see N.C.E.A.
- Self-direction, 6.
- Self-preservation, 6.
- Self-reproduction, 7.
- Self-service, 100.
- Short Lecture Courses, 12, 16, 17, 73.
- Short Practical Courses, 10, 16, 23, 31, 99, 100, 101, 102, 137, 230.
- Slander, 220.
- Social and Co-operative Studies, 12, 45, 63, 64, 65, 71, 73, 78, 79, 143, 225.
- Social Evenings, 29, 30.
- Social Studies—case study, 12.
- Spoken Salesmanship—see also Member-Service, 99.
- Staff—see also Technical Education and Training.
 - Policy, 100, 109.
 - Training, 6, 9, 10, 19, 20, 31, 41, 42, 57, 95, 96, 102, 141, 144, 149, 165, 226, 229.
 - Training Aims, 95, 100, 102, 106.
 - Training—Case Study, 226, 229.
 - Training Council, 19, 20, 42, 95, 170, 229.
- Standing Conference of National Voluntary Youth Organizations, 25, 123.
- Stanford Hall—see Co-operative College.
- Stanford Hall Joint Committee—see Co-operative Union.
- Stage Plays, 217.
- Stewards, 57.
- Students, Recruitment of, 61, 62, 67, 70, 112, 139, 143.
- Study Groups, 16, 17, 33, 40, 55, 74, 75, 76, 77, 79.
- Study Group Leaders, 66, 67, 71, 73, 75, 76, 77, 78.
- Subjects, selection of, 63.
- Summer Courses, 23.
- Sweden, 74, 88.
- Syllabuses, 23, 140, 141.

INDEX

- Tape Recorders, 216.
 Targets—see Plan and a Challenge.
 Tasks, 15.
 Teachers, appointment of, 167.
 Teacher Training, 78, 108.
 Technical Education and Training—see also Staff.
 —Aims, 9, 95, 96.
 —Class Arrangements, 109.
 —Correspondence Courses, 10, 23, 24, 106, 118, 192.
 —Day-release Classes, 110.
 —Examinations, 111.
 —Induction Courses, 9, 96.
 —Initiation Courses, 9, 96, 97.
 —Long-term Courses, 16, 17, 107, 137.
 —Refresher Courses, 10, 102, 112.
 —Short Practical Courses, 10, 16, 17, 95, 99, 101, 102.
 —Textbooks, 111.
 —Training for Responsibility, 10.
 —Training on the Job, 9.

 Terminal Classes, 12.
 Textbooks, 111.
 Town and Country Planning Act, 1947, 219.
 Trade Courses, 102.
 Trade Unions, 45, 62, 65, 66, 130.
 Trainee Managers, 112.
 Training Within Industry (T.W.I.), 74.
 Tutorial Classes, 12, 69.
 Tutors, 66, 138, 167.
 United Nations Association, 57.
 U.N.E.S.C.O., 57.
 Universities, 13, 45, 64, 66, 67, 69.
 Visual Aids, 64.
 Wall Newspaper, 13.
 Week-end Schools, 53, 55, 56.
 Weights and Measures Officer, 98.
 Women's Co-operative Guild of England and Wales—see also Co-operative Auxiliaries, 13.
 Woodcraft Folk—see also Co-operative Auxiliaries, 14, 130, 131.
 Workers' Educational Association, 25, 36, 44, 45, 51, 66, 67, 68, 69, 170, 225.
 World Assembly of Youth, 25, 123.

Young Co-operator, 49.
 Youth Activities—see C.Y.M.
 Youth Club—case study, 232.
 Youth Hostels Association, 130.
 Youth Inquiry Committee, 119, 123.
 Youth Leaders—see C.Y.M.
 Youth Leadership Training Officer, 118.



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